

# English Language Arts - Effective May 2022

# M/J Intensive Language Arts (MC) (#1000000) 2018 - And Beyond (current)

## Course Standards

### Standard Notes:

These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.

The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
LAFS.6.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</li> <li>Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ol>
LAFS.6.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>Spell correctly.</li> </ol>
LAFS.6.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Vary sentence patterns for meaning, reader/listener interest, and style</li> <li>Maintain consistency in style and tone.</li> </ol>
LAFS.6.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> <li>Consult 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 or its part of speech.</li> <li>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).</li> </ol>
LAFS.6.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., personification) in context.</li> <li>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>,</li> </ol>

*scrimping, economical, unwasteful, thrifty).*

LAFS.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RI.1.3:	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LAFS.6.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LAFS.6.RI.2.5:	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LAFS.6.RI.2.6:	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.RI.3.9:	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LAFS.6.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.RL.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RL.1.3:	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LAFS.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.6.RL.2.5:	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LAFS.6.RL.2.6:	Explain how an author develops the point of view of the narrator or speaker in a text.
LAFS.6.RL.3.7:	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
LAFS.6.RL.3.9:	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LAFS.6.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ul>

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- LAFS.6.W.1.2:
- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate transitions to clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- LAFS.6.W.1.3:
- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - Provide a conclusion that follows from the narrated experiences or events.

LAFS.6.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LAFS.6.W.2.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LAFS.6.W.2.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

LAFS.6.W.3.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

LAFS.6.W.3.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- LAFS.6.W.3.9:
- Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
  - Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

LAFS.6.W.4.10: 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 discipline-specific tasks, purposes, and audiences.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- LAFS.7.L.1.1:
- Explain the function of phrases and clauses in general and their function in specific sentences.
  - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- LAFS.7.L.1.2:
- Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie but not He wore an old[,] green shirt*).
  - Spell correctly.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- LAFS.7.L.2.3:
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- LAFS.7.L.3.4:
- Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
  - 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 or its part of speech.

- 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).

	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LAFS.7.L.3.5:	<p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>
LAFS.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LAFS.7.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.7.RI.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LAFS.7.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LAFS.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LAFS.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.RL.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LAFS.7.RL.1.3:	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LAFS.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LAFS.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LAFS.7.RL.2.6:	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LAFS.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LAFS.7.RL.3.9:	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LAFS.7.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.7.SL.1.1:	<p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Write arguments to support claims with clear reasons and relevant evidence.
LAFS.7.W.1.1:	<ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
LAFS.7.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
LAFS.7.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>
LAFS.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LAFS.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</li> <li>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</li> </ul>
LAFS.7.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
LAFS.8.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b. Form and use verbs in the active and passive voice.</li> <li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>d. Recognize and correct inappropriate shifts in verb voice and mood.</li> </ul>
LAFS.8.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use an ellipsis to indicate an omission.</li> <li>c. Spell correctly.</li> </ul>
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LAFS.8.L.2.3:	a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LAFS.8.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i> ). 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 or its part of speech. 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).
LAFS.8.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i> ).
LAFS.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LAFS.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RI.2.5:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LAFS.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LAFS.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LAFS.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LAFS.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LAFS.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LAFS.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LAFS.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

	<ul style="list-style-type: none"> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.8.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
LAFS.8.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
LAFS.8.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</li> <li>b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</li> </ul>



LAFS.8.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing with increasingly complex text and is decreased as the reading and writing abilities of students improve over time.

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs. The courses should not be used in place of grade level English/Language Arts courses and are intended to provide intervention for students who have reading deficiencies.

### GENERAL NOTES

The course includes, but is not limited to, the following:

- determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas;
- interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone;
- analyzing 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;
- integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words;
- delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence;
- analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take;
- writing in response to reading, emulating authors' structures, word choices, styles, etc.

**Additional Notes:** Students entering the upper grades, who are not reading and writing on grade level, have a variety of intervention needs. No single program or strategy can be successful in remediating the needs of all students. The intervention course should require that students increase the amount and complexity of text they read and write independently throughout the school year to ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in older readers.

The following practices should be incorporated in the course:

1. Scaffolding of close reading is provided but does not preempt or replace text.
2. Systematic instruction in vocabulary is provided.
3. Explicit instruction in applying grammatical structures and conventions is provided.
4. Student independence is cultivated.

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Achievement on standardized tests assessing reading and writing skills is a reflection of students' confidence and competence in reading. Therefore, instruction throughout the school year should ensure students possess the ability to read and comprehend**

difficult texts and perform challenging tasks associated with those texts. Time spent engaging students in practice tests should be limited, given most students' vast experiences with standardized tests and the relatively small role that knowledge of test format plays in student test performance.

In those instances when this course is repeated, the content should be differentiated based on reliable and valid assessment data. If repeated, the required level of student proficiency should increase. 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.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

#### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.**

### GENERAL INFORMATION

**Course Number:** 1000000

**Course Path: Section:** Grades PreK to 12 Education Courses >

**Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Remedial >

**Abbreviated Title:** M/J INTENS LANG ARTS

**Course Length:** Multiple (M) - Course length can vary

**Course Attributes:**

- Class Size Core Required

**Course Type:** Elective Course

**Course Level:** 1

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

#### Educator Certifications

Elementary Education (Grades K-6)
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# M/J Intensive Reading 1 (#1000010) 2021 - And Beyond (current)

## Course Standards

For 6th grade standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
ELA.6.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p><i>Clarification 2:</i> Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.1.4:	<p>Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use comparative and superlative forms of adjectives.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p>Standard Relation to Course: Major</p>

ELA.6.R.1.1:	Analyze how the interaction between characters contributes to the development of a plot in a literary text. <b>Standard Relation to Course: Major</b>
ELA.6.R.1.2:	Analyze the development of stated or implied theme(s) throughout a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. See Theme in Glossary. <i>Clarification 2:</i> Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. <b>Standard Relation to Course: Major</b>
ELA.6.R.1.3:	Explain the influence of multiple narrators and/or shifts in point of view in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> When referring to the person of the narrator, the term "point of view" is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark. <b>Standard Relation to Course: Major</b>
ELA.6.R.1.4:	Describe the impact of various poetic forms on meaning and style. <b>Clarifications:</b> <i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle. <b>Standard Relation to Course: Major</b>
ELA.6.R.2.1:	Explain how individual text sections and/or features convey meaning in texts. <b>Standard Relation to Course: Major</b>
ELA.6.R.2.2:	Analyze the central idea(s), implied or explicit, and its development throughout a text. <b>Clarifications:</b> <i>Clarification 1:</i> Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text. <b>Standard Relation to Course: Major</b>
ELA.6.R.2.3:	Analyze authors' purpose(s) in multiple accounts of the same event or topic. <b>Standard Relation to Course: Major</b>
ELA.6.R.2.4:	Track the development of an argument, identifying the types of reasoning used. <b>Clarifications:</b> <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning. <i>Clarification 2:</i> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal). <b>Standard Relation to Course: Major</b>
ELA.6.R.3.1:	Explain how figurative language contributes to tone and meaning in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction. <i>Clarification 2:</i> See Secondary Figurative Language. <b>Standard Relation to Course: Major</b>
ELA.6.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark. <b>Standard Relation to Course: Major</b>
ELA.6.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. <b>Standard Relation to Course: Major</b>
ELA.6.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes. <b>Standard Relation to Course: Major</b>
ELA.6.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.6.R.3.1 and Secondary Figurative Language.

Standard Relation to Course: Major

Demonstrate an understanding of spoken words, syllables, and sounds.

- a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.
- b. Accurately segment single-syllable and multisyllabic words.

**Clarifications:**

*Clarification 1:* Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.

- a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.
- b. Orally break cat into c-a-t/ orally break trouser into trou-ser.

ELA.612.F.2.1:

Standard Relation to Course: Major

Know and apply phonics and word analysis skills in decoding words.

- a. Use an array of strategies to decode single-syllable and multisyllabic words.
- b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.

ELA.612.F.2.2:

**Clarifications:**

*Clarification 1:* Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.

Standard Relation to Course: Major

Know and apply phonics and word analysis skills in encoding words.

- a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.

**Clarifications:**

*Clarification 1:* Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.

- a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.
- b. The process of adding single units of sound with meaning to existing word parts to encode a given word.

ELA.612.F.2.3:

Standard Relation to Course: Major

Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

**Clarifications:**

*Clarification 1:* See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.

*Clarification 2:* Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

*Clarification 3:* Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

ELA.612.F.2.4:

Standard Relation to Course: Major

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Standard Relation to Course: Supporting

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Standard Relation to Course: Supporting

ELA.K12.EE.2.1:

ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.  <b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.  <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.  <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.  <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.  <b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.  <b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.  <b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 6th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to the student's grade and/or instructional level. This course should not be used in place of grade level English language arts courses and is intended to provide intervention for students who have reading deficiencies.

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan

within a school's charter.

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.**

## GENERAL INFORMATION

**Course Number:** 1000010

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 6

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Remedial >

**Abbreviated Title:** M/J INTENS READ 1

**Course Length:** Year (Y)

**Course Level:** 2

## Educator Certifications

Reading (Elementary and Secondary Grades K-12)
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# M/J Intensive Reading 2 (#1000012) 2021 - And Beyond (current)

## Course Standards

For 7th grade standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
ELA.612.F.2.1:	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ul style="list-style-type: none"> <li>a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.</li> <li>b. Accurately segment single-syllable and multisyllabic words.</li> </ul> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p> <ul style="list-style-type: none"> <li>a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.</li> <li>b. Orally break cat into c-a-t/ orally break trouser into trou-ser.</li> </ul> <p><b>Standard Relation to Course: Major</b></p>
ELA.612.F.2.2:	<p>Know and apply phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use an array of strategies to decode single-syllable and multisyllabic words.</li> <li>b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.</li> </ul> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.612.F.2.3:	<p>Know and apply phonics and word analysis skills in encoding words.</p> <ul style="list-style-type: none"> <li>a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.</li> </ul> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.</p> <ul style="list-style-type: none"> <li>a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.</li> <li>b. The process of adding single units of sound with meaning to existing word parts to encode a given word.</li> </ul> <p><b>Standard Relation to Course: Major</b></p>
ELA.612.F.2.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.</p> <p><i>Clarification 2:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p><i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.7.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>



Standard Relation to Course: Major

ELA.7.C.1.3: Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.  
**Clarifications:**  
*Clarification 1:* See Writing Types and Elaborative Techniques.  
Standard Relation to Course: Major

ELA.7.C.1.4: Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.  
**Clarifications:**  
*Clarification 1:* See Writing Types.  
Standard Relation to Course: Major

ELA.7.C.2.1: Present information orally, in a logical sequence, emphasizing key points that support the central idea.  
**Clarifications:**  
*Clarification 1:* For further guidance, see the Secondary Oral Communication Rubric.  
Standard Relation to Course: Major

ELA.7.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.  
**Clarifications:**  
*Clarification 1:* Skills to be mastered at this grade level are as follows:

- Appropriately use colons.
- Appropriately use dangling modifiers.
- Appropriately use ellipses.
- Appropriately use hyphens.
- Vary sentence structure.

Skills to be implemented but not yet mastered are as follows:

- Appropriately use passive and active voice.
- Use semicolons to form sentences.
- Use verbs with attention to voice and mood.
- Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.

*Clarification 2:* See Convention Progression by Grade Level for more information.  
Standard Relation to Course: Major

ELA.7.R.1.1: Analyze the impact of setting on character development and plot in a literary text.  
Standard Relation to Course: Major

ELA.7.R.1.2: Compare two or more themes and their development throughout a literary text.  
**Clarifications:**  
*Clarification 1:* For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.  
*Clarification 2:* Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.  
Standard Relation to Course: Major

ELA.7.R.1.3: Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.  
**Clarifications:**  
*Clarification 1:* An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack of information or background knowledge about what that information means, mental illness, or self-deception.  
*Clarification 2:* "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.  
Standard Relation to Course: Major

ELA.7.R.1.4: Analyze the impact of various poetic forms on meaning and style.  
**Clarifications:**  
*Clarification 1:* Poetic forms used for this benchmark are sonnet and villanelle.  
*Clarification 2:* Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.  
Standard Relation to Course: Major

ELA.7.R.2.1: Explain how individual text sections and/or features convey a purpose in texts.  
Standard Relation to Course: Major

ELA.7.R.2.2: Compare two or more central ideas and their development throughout a text.  
Standard Relation to Course: Major

ELA.7.R.2.3: Explain how an author establishes and achieves purpose(s) through diction and syntax.  
**Clarifications:**  
*Clarification 1:* This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.

	<p><b>Standard Relation to Course: Major</b></p> <p>Track the development of an argument, analyzing the types of reasoning used and their effectiveness.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p>
ELA.7.R.2.4:	<p><i>Clarification 2:</i> Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.7.R.3.1:	<p>Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.7.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.7.R.3.3:	<p>Compare and contrast how authors with differing perspectives address the same or related topics or themes.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.”</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.7.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.7.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.7.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.7.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p>

ELA.K12.EE.3.1:	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b>
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.
ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.  <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 7th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to the student's grade and/or instructional level. This course should not be used in place of grade level English language arts courses and is intended to provide intervention for students who have reading deficiencies.

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.**

## GENERAL INFORMATION

**Course Number:** 1000012

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Remedial >

**Abbreviated Title:** M/J INTENS READ 2

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 7

## Educator Certifications

Reading (Elementary and Secondary Grades K-12)
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# M/J Intensive Reading 3 (#1000014) 2021 - And Beyond (current)

## Course Standards

For 8th grade standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
ELA.612.F.2.1:	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ul style="list-style-type: none"> <li>a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.</li> <li>b. Accurately segment single-syllable and multisyllabic words.</li> </ul> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p> <ul style="list-style-type: none"> <li>a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.</li> <li>b. Orally break cat into c-a-t/ orally break trouser into trou-ser.</li> </ul> <p><b>Standard Relation to Course: Major</b></p>
ELA.612.F.2.2:	<p>Know and apply phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use an array of strategies to decode single-syllable and multisyllabic words.</li> <li>b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.</li> </ul> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.612.F.2.3:	<p>Know and apply phonics and word analysis skills in encoding words.</p> <ul style="list-style-type: none"> <li>a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.</li> </ul> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.</p> <ul style="list-style-type: none"> <li>a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.</li> <li>b. The process of adding single units of sound with meaning to existing word parts to encode a given word.</li> </ul> <p><b>Standard Relation to Course: Major</b></p>
ELA.612.F.2.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.</p> <p><i>Clarification 2:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p><i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.8.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.8.C.1.3:	<p>Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.</p> <p><b>Clarifications:</b></p>

	<p><i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <b>Standard Relation to Course: Major</b></p>
ELA.8.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  <b>Standard Relation to Course: Major</b></p>
ELA.8.C.2.1:	<p>Present information orally, in a logical sequence, supporting the central idea with credible evidence.  <b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  <b>Standard Relation to Course: Major</b></p>
ELA.8.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.  <b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.  <b>Standard Relation to Course: Major</b></p>
ELA.8.R.1.1:	<p>Analyze the interaction between character development, setting, and plot in a literary text.  <b>Standard Relation to Course: Major</b></p>
ELA.8.R.1.2:	<p>Analyze two or more themes and their development throughout a literary text.  <b>Clarifications:</b>  <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message.  <i>Clarification 2:</i> Students should continue to work with the concept of universal themes, although mastery isn’t expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.  <b>Standard Relation to Course: Major</b></p>
ELA.8.R.1.3:	<p>Analyze how an author develops and individualizes the perspectives of different characters.  <b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.  <b>Standard Relation to Course: Major</b></p>
ELA.8.R.1.4:	<p>Analyze structure, sound, imagery, and figurative language in poetry.  <b>Clarifications:</b>  <i>Clarification 1:</i> Structural elements for this benchmark are form, line length, white space, indentation, line breaks, and stanza breaks.  <i>Clarification 2:</i> Sound can be created through the use of end rhyme, internal rhyme, slant rhyme, alliteration, assonance, consonance, onomatopoeia, repetition, and meter.  <i>Clarification 3:</i> Imagery, as used here, refers to language and description that appeals to the five senses.  <i>Clarification 4:</i> Figurative language types for this benchmark are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.  <b>Standard Relation to Course: Major</b></p>
ELA.8.R.2.1:	<p>Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.  <b>Standard Relation to Course: Major</b></p>
ELA.8.R.2.2:	<p>Analyze two or more central ideas and their development throughout a text.  <b>Standard Relation to Course: Major</b></p>
ELA.8.R.2.3:	<p>Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.  <b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p>

	<p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.8.R.2.4:	<p>Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.8.R.3.1:	<p>Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.8.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.8.R.3.3:	<p>Compare and contrast the use or discussion of archetypes in texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Archetypes.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.8.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.8.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.8.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.8.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course:</b> Supporting</p>

ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.  <b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.  <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.  <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.  <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.  <b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.  <b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.  <b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 8th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to the student's grade and/or instructional level. This course should not be used in place of grade level English language arts courses and is intended to provide intervention for students who have reading deficiencies.

### GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan



within a school's charter.

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.**

## GENERAL INFORMATION

**Course Number:** 1000014

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Remedial >

**Abbreviated Title:** M/J INTENS READ 3

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 8

## Educator Certifications

Reading (Elementary and Secondary Grades K-12)
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# M/J Intensive Reading and Career Planning (#1000020) 2021 - And Beyond

(current)

## Course Standards

For 6th grade standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
ELA.6.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p><i>Clarification 2:</i> Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.</p>
ELA.6.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.6.C.1.4:	<p>Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.6.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.6.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use comparative and superlative forms of adjectives.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
ELA.6.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.6.R.1.1:	<p>Analyze how the interaction between characters contributes to the development of a plot in a literary text.</p> <p>Analyze the development of stated or implied theme(s) throughout a literary text.</p> <p><b>Clarifications:</b></p>

ELA.6.R.1.2:	<p><b>Clarification 1:</b> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. See Theme in Glossary.</p> <p><b>Clarification 2:</b> Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p>
ELA.6.R.1.3:	<p>Explain the influence of multiple narrators and/or shifts in point of view in a literary text.</p> <p><b>Clarifications:</b></p> <p><b>Clarification 1:</b> When referring to the person of the narrator, the term "point of view" is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark.</p>
ELA.6.R.1.4:	<p>Describe the impact of various poetic forms on meaning and style.</p> <p><b>Clarifications:</b></p> <p><b>Clarification 1:</b> Poetic forms used for this benchmark are sonnet and villanelle.</p>
ELA.6.R.2.1:	<p>Explain how individual text sections and/or features convey meaning in texts.</p>
ELA.6.R.2.2:	<p>Analyze the central idea(s), implied or explicit, and its development throughout a text.</p> <p><b>Clarifications:</b></p> <p><b>Clarification 1:</b> Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.</p>
ELA.6.R.2.3:	<p>Analyze authors' purpose(s) in multiple accounts of the same event or topic.</p>
ELA.6.R.2.4:	<p>Track the development of an argument, identifying the types of reasoning used.</p> <p><b>Clarifications:</b></p> <p><b>Clarification 1:</b> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><b>Clarification 2:</b> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p>
ELA.6.R.3.1:	<p>Explain how figurative language contributes to tone and meaning in text(s).</p> <p><b>Clarifications:</b></p> <p><b>Clarification 1:</b> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction.</p> <p><b>Clarification 2:</b> See Secondary Figurative Language.</p>
ELA.6.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><b>Clarification 1:</b> Most grade-level texts are appropriate for this benchmark.</p>
ELA.6.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><b>Clarification 1:</b> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><b>Clarification 2:</b> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.6.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><b>Clarification 1:</b> See Common Greek and Latin Roots 6-8 and Affixes.</p>
ELA.6.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><b>Clarification 1:</b> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><b>Clarification 2:</b> See Context Clues and Word Relationships.</p> <p><b>Clarification 3:</b> See ELA.6.R.3.1 and Secondary Figurative Language.</p>
ELA.612.F.2.1:	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ol style="list-style-type: none"> <li>Orally produce single-syllable and multisyllabic words by accurately blending sounds.</li> <li>Accurately segment single-syllable and multisyllabic words.</li> </ol> <p><b>Clarifications:</b></p> <p><b>Clarification 1:</b> Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p> <ol style="list-style-type: none"> <li>Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.</li> <li>Orally break cat into c-a-t/ orally break trouser into trou-ser.</li> </ol>

<p>ELA.612.F.2.2:</p>	<p>Know and apply phonics and word analysis skills in decoding words.</p> <p>a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.</p>
<p>ELA.612.F.2.3:</p>	<p>Know and apply phonics and word analysis skills in encoding words.</p> <p>a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.</p> <p>a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words. b. The process of adding single units of sound with meaning to existing word parts to encode a given word.</p>
<p>ELA.612.F.2.4:</p>	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.</p> <p><i>Clarification 2:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p><i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p>
<p>ELA.K12.EE.1.1:</p>	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
<p>ELA.K12.EE.2.1:</p>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
<p>ELA.K12.EE.3.1:</p>	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
<p>ELA.K12.EE.4.1:</p>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p>

ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 6th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to the student's grade and/or instructional level. This course should not be used in place of grade level English language arts courses and is intended to provide intervention for students who have reading deficiencies.

### GENERAL NOTES

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

**Career and Education Planning** – Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit .

**Career and Education Planning Course Standards** – Students will:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**QUALIFICATIONS**

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.**

**GENERAL INFORMATION**

**Course Number:** 1000020

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Remedial >

**Abbreviated Title:** M/J INT READ & CAR P

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

Elementary Education (Elementary Grades 1-6)
Reading (Elementary and Secondary Grades K-12)
Middle Grades English (Middle Grades 5-9)
Elementary Education (Grades K-6)

# M/J Language Arts Transfer (#1000220) 2015 - And Beyond (current)

## Course Standards

Name	Description
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

**Course Number:** 1000220

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**  
Grades 6 to 8 Education Courses >  
**Subject:** English/Language Arts >  
**SubSubject:** Writing >  
**Abbreviated Title:** M/J LANG ARTS  
TRAN  
**Course Length:** Year (Y)  
**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

# Intensive Reading 1 (#1000412) 2021 - And Beyond (current)

## Course Standards

For 9th grade reading standards, teachers may need to go to the benchmark of an earlier grade as a scaffold if a student has not yet reached mastery.

Name	Description
ELA.612.F.2.1:	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ul style="list-style-type: none"> <li>a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.</li> <li>b. Accurately segment single-syllable and multisyllabic words.</li> </ul> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p> <ul style="list-style-type: none"> <li>a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.</li> <li>b. Orally break cat into c-a-t/ orally break trouser into trou-ser.</li> </ul> <p><b>Standard Relation to Course: Major</b></p>
ELA.612.F.2.2:	<p>Know and apply phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use an array of strategies to decode single-syllable and multisyllabic words.</li> <li>b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.</li> </ul> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.612.F.2.3:	<p>Know and apply phonics and word analysis skills in encoding words.</p> <ul style="list-style-type: none"> <li>a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.</li> </ul> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.</p> <ul style="list-style-type: none"> <li>a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.</li> <li>b. The process of adding single units of sound with meaning to existing word parts to encode a given word.</li> </ul> <p><b>Standard Relation to Course: Major</b></p>
ELA.612.F.2.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.</p> <p><i>Clarification 2:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p><i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.1.2:	<p>Write narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p><b>Standard Relation to Course: Major</b></p> <p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone</p>



ELA.9.C.1.3:	<p>appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  Standard Relation to Course: Major</p>
ELA.9.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  Standard Relation to Course: Major</p>
ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  Standard Relation to Course: Major</p>
ELA.9.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level.  Standard Relation to Course: Major</p>
ELA.9.C.5.1:	<p>Create digital presentations with coherent ideas and a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.  Standard Relation to Course: Major</p>
ELA.9.R.1.1:	<p>Explain how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.  Standard Relation to Course: Major</p>
ELA.9.R.1.2:	<p>Analyze universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.  Standard Relation to Course: Major</p>
ELA.9.R.1.3:	<p>Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Rhetorical Devices for more information on irony.  Standard Relation to Course: Major</p>
ELA.9.R.1.4:	<p>Analyze the characters, structures, and themes of epic poetry.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see Literary Periods.  Standard Relation to Course: Major</p>
ELA.9.R.2.1:	<p>Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will analysis the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>

<p>ELA.9.R.2.2:</p>	<p><b>Standard Relation to Course: Major</b></p> <p>Evaluate the support an author uses to develop the central idea(s) throughout a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
<p>ELA.9.R.2.3:</p>	<p><b>Standard Relation to Course: Major</b></p> <p>Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
<p>ELA.9.R.2.4:</p>	<p><b>Standard Relation to Course: Major</b></p> <p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p>
<p>ELA.9.R.3.1:</p>	<p>Explain how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
<p>ELA.9.R.3.2:</p>	<p><b>Standard Relation to Course: Major</b></p> <p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
<p>ELA.9.R.3.3:</p>	<p>Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.</p>
<p>ELA.9.R.3.4:</p>	<p>Explain an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language and Rhetorical Devices.</p>
<p>ELA.9.V.1.1:</p>	<p><b>Standard Relation to Course: Major</b></p> <p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
<p>ELA.9.V.1.2:</p>	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
<p>ELA.9.V.1.3:</p>	<p><b>Standard Relation to Course: Major</b></p> <p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p>

*Clarification 3:* See ELA.9.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course:** Major

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course:** Supporting

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course:** Supporting

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course:** Supporting

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Standard Relation to Course:** Supporting

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**Standard Relation to Course:** Supporting

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**Standard Relation to Course:** Supporting

ELA.K12.EE.6.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

**Standard Relation to Course:** Supporting

ELD.K12.ELL.LA.1:

English language learners communicate for social and instructional purposes within the school setting.

**Standard Relation to Course:** Supporting

ELD.K12.ELL.SI.1:

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 9th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is

for the student to achieve grade-level proficiency.

**GENERAL NOTES**

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**VERSION REQUIREMENTS**

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

**QUALIFICATIONS**

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.**

**GENERAL INFORMATION**

<b>Course Number:</b> 1000412	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Remedial > <b>Abbreviated Title:</b> Intens Read 1
<b>Number of Credits:</b> Multiple Credit (more than 1 credit)	<b>Course Length:</b> Year (Y)
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 2
<b>Course Status:</b> State Board Approved	
<b>Graduation Requirement:</b> Electives	

**Educator Certifications**

Reading (Elementary and Secondary Grades K-12)

# Intensive Reading 2 (#1000414) 2021 - And Beyond (current)

## Course Standards

For 10th grade reading standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p>
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.</p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.</p>
ELA.10.R.1.1:	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:            Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author's attitude            Layer 4) author's purpose (interpretation of author's purpose as it is often inferred).  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see Literary Periods.</p>
ELA.10.R.1.4:	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see Literary Periods.</p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>

ELA.10.R.2.2:	Analyze the central idea(s) of historical American speeches and essays.
ELA.10.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays. <b>Clarifications:</b> <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. <i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.
ELA.10.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends. <b>Clarifications:</b> <i>Clarification 1:</i> Validity refers to the soundness of the arguments.
ELA.10.R.3.1:	Analyze how figurative language creates mood in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. <i>Clarification 2:</i> See Secondary Figurative Language.
ELA.10.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
ELA.10.R.3.3:	Analyze how mythical, classical, or religious texts have been adapted. <b>Clarifications:</b> <i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.
ELA.10.R.3.4:	Analyze an author's use of rhetoric in a text. <b>Clarifications:</b> <i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. <i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton. <i>Clarification 3:</i> See Secondary Figurative Language. <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.
ELA.10.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.10.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time. <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.
ELA.10.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.10.R.3.1 and Secondary Figurative Language.
ELA.612.F.2.1:	Demonstrate an understanding of spoken words, syllables, and sounds. a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. b. Accurately segment single-syllable and multisyllabic words. <b>Clarifications:</b> <i>Clarification 1:</i> Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge. a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.

	<p>b. Orally break cat into c-a-t/ orally break trouser into trou-ser.</p>
ELA.612.F.2.2:	<p>Know and apply phonics and word analysis skills in decoding words.</p> <p>a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.</p>
ELA.612.F.2.3:	<p>Know and apply phonics and word analysis skills in encoding words.</p> <p>a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.</p> <p>a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words. b. The process of adding single units of sound with meaning to existing word parts to encode a given word.</p>
ELA.612.F.2.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.</p> <p><i>Clarification 2:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p><i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p>
ELA.7.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p>
ELA.8.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p>
ELA.9.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.9.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.9.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.9.R.3.1 and Secondary Figurative Language.</p>
	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when</p>

ELA.K12.EE.1.1:	they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 10th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS



Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.**

## GENERAL INFORMATION

<b>Course Number:</b> 1000414	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Remedial > <b>Abbreviated Title:</b> INTENS READ 2
<b>Number of Credits:</b> One (1) credit	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 2
<b>Course Status:</b> State Board Approved	
<b>Graduation Requirement:</b> Electives	

## Educator Certifications

Reading (Elementary and Secondary Grades K-12)
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# Intensive Reading 3 (#1000416) 2021 - And Beyond (current)

## Course Standards

For 11th grade reading standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
ELA.10.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.11.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p>
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.</p> <p><i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.</p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types.</p>
ELA.11.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
ELA.11.R.1.1:	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.</p> <p><i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:</p> <p>Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author's attitude            Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p>
<p>Track and analyze universal themes in literary texts from different times and places.</p>	

ELA.11.R.1.2:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p>
ELA.11.R.1.3:	<p>Analyze the author's choices in using juxtaposition to define character perspective.  <b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means "a particular attitude toward or way of regarding something."</p>
ELA.11.R.1.4:	<p>Analyze ways in which poetry reflects themes and issues of its time period.  <b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><i>Clarification 2:</i> For more information, see Literary Periods.</p>
ELA.11.R.2.1:	<p>Evaluate the structure(s) and features in texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.11.R.2.2:	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.11.R.2.3:	<p>Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p>
ELA.11.R.2.4:	<p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.  <b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p>
ELA.11.R.3.1:	<p>Analyze the author's use of figurative language and explain examples of allegory.  <b>Clarifications:</b>  <i>Clarification 1:</i> Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 3:</i> See Secondary Figurative Language.</p>
ELA.11.R.3.2:	<p>Paraphrase content from grade-level texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
	<p>Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.  <b>Clarifications:</b>  <i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> </ul>

ELA.11.R.3.3:	<ul style="list-style-type: none"> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p>
ELA.11.R.3.4:	<p>Evaluate an author’s use of rhetoric in text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.612.F.2.1:	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ul style="list-style-type: none"> <li>a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.</li> <li>b. Accurately segment single-syllable and multisyllabic words.</li> </ul> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p> <ul style="list-style-type: none"> <li>a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.</li> <li>b. Orally break cat into c-a-t/ orally break trouser into trou-ser.</li> </ul>
ELA.612.F.2.2:	<p>Know and apply phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use an array of strategies to decode single-syllable and multisyllabic words.</li> <li>b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.</li> </ul> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.</p>
ELA.612.F.2.3:	<p>Know and apply phonics and word analysis skills in encoding words.</p> <ul style="list-style-type: none"> <li>a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.</li> </ul> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.</p> <ul style="list-style-type: none"> <li>a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.</li> <li>b. The process of adding single units of sound with meaning to existing word parts to encode a given word.</li> </ul>
ELA.612.F.2.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.</p> <p><i>Clarification 2:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p><i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p>

ELA.8.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.
ELA.9.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time. <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. <b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 11th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

## GENERAL NOTES

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.**

## GENERAL INFORMATION

<b>Course Number:</b> 1000416	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Remedial >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> INTENS READ 3
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Status:</b> State Board Approved	<b>Course Level:</b> 2
<b>Graduation Requirement:</b> Electives	

## Educator Certifications

Reading (Elementary and Secondary Grades K-12)
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# Intensive Reading 4 (#1000418) 2021 - And Beyond (current)

## Course Standards

For 12th grade reading standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
ELA.12.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.12.C.1.3:	<p>Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis.            Standard Relation to Course: Major</p>
ELA.12.C.1.4:	<p>Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.12.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.</p>
ELA.12.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.12.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.12.R.1.1:	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:            Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author's attitude            Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.  <i>Clarification 4:</i> Functional significance refers to the role each element plays in creating meaning or effect for the reader.            Standard Relation to Course: Major</p>
	<p>Analyze two or more themes and evaluate their development throughout a literary text.</p>

ELA.12.R.1.2:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message.  <b>Standard Relation to Course:</b> Major</p>
ELA.12.R.1.3:	<p>Evaluate the development of character perspective, including conflicting perspectives.  <b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.  <b>Standard Relation to Course:</b> Major</p>
ELA.12.R.1.4:	<p>Evaluate works of major poets in their historical context.  <b>Clarifications:</b>  <i>Sample poets for this benchmark include:</i></p> <ul style="list-style-type: none"> <li>• Emily Dickinson</li> <li>• Langston Hughes</li> <li>• Robert Frost</li> <li>• Phillis Wheatley</li> <li>• Edna St. Vincent Millay</li> <li>• Countee Cullen</li> <li>• Robert Burns</li> <li>• Percy Bysshe Shelley</li> </ul> <p><i>Clarification 1:</i> A poet’s historical context is the period in which the writing occurred, not when it was discovered or became resurgent.  <i>Clarification 2:</i> Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.  <i>Clarification 3:</i> For more information, see Literary Periods.  <b>Standard Relation to Course:</b> Major</p>
ELA.12.R.2.1:	<p>Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.  <b>Standard Relation to Course:</b> Major</p>
ELA.12.R.2.2:	<p>Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.  <b>Standard Relation to Course:</b> Major</p>
ELA.12.R.2.3:	<p>Evaluate an author’s choices in establishing and achieving purpose(s).  <b>Standard Relation to Course:</b> Major</p>
ELA.12.R.2.4:	<p>Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors’ reasoning, use of the same information, and/or the authors’ rhetoric.  <b>Clarifications:</b>  <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.  <i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.  <i>Clarification 3:</i> Validity refers to the soundness of the arguments.  <b>Standard Relation to Course:</b> Major</p>
ELA.12.R.3.1:	<p>Evaluate an author’s use of figurative language.  <b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language.  <b>Standard Relation to Course:</b> Major</p>
ELA.12.R.3.2:	<p>Paraphrase content from grade-level texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.  <b>Standard Relation to Course:</b> Major</p>
	<p>Analyze the influence of classic literature on contemporary world texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Classic literature for this benchmark should be drawn from and representative of the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> </ul>



ELA.12.R.3.3:

- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

*Clarification 2:* Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.

**Standard Relation to Course:** Major

Evaluate rhetorical choices across multiple texts.

**Clarifications:**

*Clarification 1:* Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.

ELA.12.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course:** Major

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.12.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course:** Major

Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.12.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

*Clarification 3:* See Foreign Words and Phrases for a list of commonly used foreign phrases.

**Standard Relation to Course:** Major

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

ELA.12.V.1.3:

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.12.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course:** Major

Demonstrate an understanding of spoken words, syllables, and sounds.

- a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.
- b. Accurately segment single-syllable and multisyllabic words.

**Clarifications:**

*Clarification 1:* Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.

ELA.612.F.2.1:

- a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.
- b. Orally break cat into c-a-t/ orally break trouser into trou-ser.

**Standard Relation to Course:** Major

Know and apply phonics and word analysis skills in decoding words.

- a. Use an array of strategies to decode single-syllable and multisyllabic words.
- b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.

ELA.612.F.2.2:

**Clarifications:**

*Clarification 1:* Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes

(speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.

Standard Relation to Course: Major

Know and apply phonics and word analysis skills in encoding words.

- a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.

**Clarifications:**

*Clarification 1:* Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.

- a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.
- b. The process of adding single units of sound with meaning to existing word parts to encode a given word.

Standard Relation to Course: Major

ELA.612.F.2.3:

Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

**Clarifications:**

*Clarification 1:* See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.

*Clarification 2:* Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

*Clarification 3:* Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

Standard Relation to Course: Major

ELA.612.F.2.4:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Standard Relation to Course: Supporting

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Standard Relation to Course: Supporting

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Standard Relation to Course: Supporting

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Standard Relation to Course: Supporting

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Standard Relation to Course: Supporting

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

ELA.K12.EE.6.1:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Standard Relation to Course: Supporting

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.

- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
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MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
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MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
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ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting</p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 12th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing

progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

## GENERAL NOTES

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.**

## GENERAL INFORMATION

<b>Course Number:</b> 1000418	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Remedial >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> INTENS READ 4
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Status:</b> State Board Approved	<b>Course Level:</b> 2
<b>Graduation Requirement:</b> Electives	

## Educator Certifications

Reading (Elementary and Secondary Grades K-12)
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# Intensive Writing (#1000420) 2015 - And Beyond (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.SL.1.1:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ol>
LAFS.1112.SL.1.2:	<p>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.</p>
LAFS.1112.SL.1.3:	<p>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.</p>
LAFS.1112.SL.2.4:	<p>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.</p>
LAFS.1112.SL.2.5:	<p>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.</p>

LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.1112.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 11–12 Reading standards to literature (e.g., “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”).</li> <li>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</li> </ol>

LAFS.1112.W.4.10:	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.
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Use parallel structure.</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul>
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly.</li> </ul>
LAFS.910.L.2.3:	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. <ul style="list-style-type: none"> <li>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ul>
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>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.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>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, or its etymology.</li> <li>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).</li> </ul>
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ul>
LAFS.910.L.3.6:	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.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> </ul>



LAFS.910.W.1.1:	<ul style="list-style-type: none"> <li>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses 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.</li> <li>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.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
LAFS.910.W.1.2:	<p>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.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>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.</li> <li>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).</li> </ul>
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	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.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	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.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</li> <li>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</li> </ul>
LAFS.910.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The course emphasizes the development and use of fundamental writing and language skills for original expression in a variety of academic, technical, and creative formats using a variety of grade appropriate texts encompassing a range of complexity. Students enrolled in the course will

engage in research, write in response to reading, and cite evidence to answer text dependent questions both orally and in writing. The course provides extensive opportunities for students to collaborate with their peers.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional level.

## GENERAL NOTES

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

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

- active reading of exemplar writing models to examine o text craft, structure, and conventions
  - effects of figurative, denotative, and connotative language choice
  - power and impact of appropriate voice and/or tone
  - influence on idea development of sentence structures, sentence rhythm, and grammatical choices
  - reciprocal nature of content and form
- writing for varied purposes, including o developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - digital writing platforms
  - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially during drafting and redrafting peer edits

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Additional Notes:** 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 readers. The instructional approaches should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## GENERAL INFORMATION

<b>Course Number:</b> 1000420	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Remedial >
<b>Number of Credits:</b> Multiple credits	<b>Abbreviated Title:</b> INTENS WRIT <b>Course Length:</b> Multiple (M) - Course length can vary <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 1
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	



# Language Arts Transfer (#1000990) 2015 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

### SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

### GENERAL INFORMATION

**Course Number:** 1000990

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**  
Grades 9 to 12 and Adult Education  
Courses > **Subject:** English/Language  
Arts > **SubSubject:** Manual  
Communications >

**Abbreviated Title:** LANG ARTS TRAN

**Course Length:** Not Applicable

**Course Type:** Transfer Course

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

# M/J Language Arts 1 (#1001010) 2015 - 2022 (current)

## Course Standards

### Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.6.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</li> <li>Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ol>
LAFS.6.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>Spell correctly.</li> </ol>
LAFS.6.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Vary sentence patterns for meaning, reader/listener interest, and style</li> <li>Maintain consistency in style and tone.</li> </ol>
LAFS.6.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> <li>Consult 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 or its part of speech.</li> <li>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).</li> </ol>
LAFS.6.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., personification) in context.</li> <li>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</li> </ol>
LAFS.6.L.3.6:	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
LAFS.6.RI.1.1:	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.6.RI.1.2:	<p>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
LAFS.6.RI.1.3:	<p>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>
LAFS.6.RI.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>
LAFS.6.RI.2.5:	<p>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>
LAFS.6.RI.2.6:	<p>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>

LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.RI.3.9:	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LAFS.6.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.RL.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RL.1.3:	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LAFS.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.6.RL.2.5:	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LAFS.6.RL.2.6:	Explain how an author develops the point of view of the narrator or speaker in a text.
LAFS.6.RL.3.7:	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
LAFS.6.RL.3.9:	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LAFS.6.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ul>
LAFS.6.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an</li> </ul>

LAFS.6.W.1.3:	<p>event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
LAFS.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>
LAFS.6.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
HE.6.B.3.3:	<p>Investigate a variety of technologies to gather health information.</p> <p><b>Clarifications:</b> Thermometer, television, Internet, audio books, and technology tools.</p>
HE.6.B.4.1:	<p>Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health.</p> <p><b>Clarifications:</b> Role playing, short stories, and open-ended scenarios.</p>
HE.6.B.4.2:	<p>Practice refusal skills and negotiation skills to reduce health risks.</p> <p><b>Clarifications:</b> Assertiveness, compromising, and use of “I” messages.</p>
HE.6.B.4.3:	<p>Demonstrate effective conflict-management and/or resolution strategies.</p> <p><b>Clarifications:</b> Talk to an adult, anger management, and conflict mediation.</p>
HE.6.B.4.4:	<p>Compile ways to ask for assistance to enhance the health of self and others.</p> <p><b>Clarifications:</b> Verbalize, write, and ask others for help.</p>
HE.6.B.5.1:	<p>Investigate health-related situations that require the application of a thoughtful decision-making process.</p> <p><b>Clarifications:</b> Peer pressure, exposure to unsupervised firearms, and tobacco use.</p>
HE.6.C.1.2:	<p>Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.</p> <p><b>Clarifications:</b> Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.</p>
HE.6.C.2.5:	<p>Examine how media influences peer and community health behaviors.</p> <p><b>Clarifications:</b> Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.</p>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.6.C.2.1:	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to provide grade 6 students, using texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

### GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

## GENERAL INFORMATION

**Course Number:** 1001010

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** English > **Abbreviated Title:** M/J LANG ARTS 1  
**Course Length:** Year (Y)  
**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course      **Course Level:** 2  
**Course Status:** Course Approved



**Educator Certifications**

Middle Grades Integrated Curriculum (Middle Grades 5-9)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
English Speakers of Other Languages (Elementary and Secondary Grades K-12)
English (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement
Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Grades K-6) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement

# M/J Language Arts 1 (#1001010) 2022 - And Beyond

## Course Standards

Name	Description
ELA.6.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p><i>Clarification 2:</i> Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.1.4:	<p>Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use comparative and superlative forms of adjectives.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Integrate diverse digital media to enhance audience engagement in oral or written tasks.</p> <p><b>Clarifications:</b></p>

ELA.6.C.5.1:	<p><i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.5.2:	<p>Use digital tools to produce writing.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.1.1:	<p>Analyze how the interaction between characters contributes to the development of a plot in a literary text.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.1.2:	<p>Analyze the development of stated or implied theme(s) throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. See Theme in Glossary.</p> <p><i>Clarification 2:</i> Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.1.3:	<p>Explain the influence of multiple narrators and/or shifts in point of view in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> When referring to the person of the narrator, the term "point of view" is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.1.4:	<p>Describe the impact of various poetic forms on meaning and style.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.2.1:	<p>Explain how individual text sections and/or features convey meaning in texts.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.2.2:	<p>Analyze the central idea(s), implied or explicit, and its development throughout a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.2.3:	<p>Analyze authors' purpose(s) in multiple accounts of the same event or topic.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.2.4:	<p>Track the development of an argument, identifying the types of reasoning used.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.3.1:	<p>Explain how figurative language contributes to tone and meaning in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.3.3:	<p>Compare and contrast how authors from different time periods address the same or related topics.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Texts for this benchmark should be selected from the following literary periods:</p> <ul style="list-style-type: none"> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p>Standard Relation to Course: Major</p>
	<p>Identify rhetorical appeals in a text.</p> <p><b>Clarifications:</b></p>

ELA.6.R.3.4:	<p><i>Clarification 1:</i> Students will identify the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.6.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p>

ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. Standard Relation to Course: Supporting
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 6th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### VERSION REQUIREMENTS

Approximately one-third of the titles from the 6th Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1001010

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** English > **Abbreviated Title:** M/J LANG ARTS 1 **Course Length:** Year (Y) **Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course **Course Level:** 2  
**Course Status:** State Board Approved

## Educator Certifications

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

English Speakers of Other Languages (Elementary and Secondary Grades K-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement

Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement

English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement

Elementary Education (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement

Elementary Education (Grades K-6) Plus English Speakers of Other Languages (ESOL) Endorsement

English (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement

# M/J Language Arts 1 Advanced (#1001020) 2015 - 2022 (current)

## Course Standards

### Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.6.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</li> <li>Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ol>
LAFS.6.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>Spell correctly.</li> </ol>
LAFS.6.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Vary sentence patterns for meaning, reader/listener interest, and style</li> <li>Maintain consistency in style and tone.</li> </ol>
LAFS.6.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> <li>Consult 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 or its part of speech.</li> <li>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).</li> </ol>
LAFS.6.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., personification) in context.</li> <li>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</li> </ol>
LAFS.6.L.3.6:	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
LAFS.6.RI.1.1:	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.6.RI.1.2:	<p>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
LAFS.6.RI.1.3:	<p>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>
LAFS.6.RI.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>
LAFS.6.RI.2.5:	<p>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>
LAFS.6.RI.2.6:	<p>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>

LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.RI.3.9:	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LAFS.6.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.RL.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RL.1.3:	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LAFS.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.6.RL.2.5:	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LAFS.6.RL.2.6:	Explain how an author develops the point of view of the narrator or speaker in a text.
LAFS.6.RL.3.7:	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
LAFS.6.RL.3.9:	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LAFS.6.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ul>
LAFS.6.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an</li> </ul>



LAFS.6.W.1.3:	<p>event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
LAFS.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>
LAFS.6.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
HE.6.B.3.3:	<p>Investigate a variety of technologies to gather health information.</p> <p><b>Clarifications:</b> Thermometer, television, Internet, audio books, and technology tools.</p>
HE.6.B.4.1:	<p>Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health.</p> <p><b>Clarifications:</b> Role playing, short stories, and open-ended scenarios.</p>
HE.6.B.4.2:	<p>Practice refusal skills and negotiation skills to reduce health risks.</p> <p><b>Clarifications:</b> Assertiveness, compromising, and use of "I" messages.</p>
HE.6.B.4.3:	<p>Demonstrate effective conflict-management and/or resolution strategies.</p> <p><b>Clarifications:</b> Talk to an adult, anger management, and conflict mediation.</p>
HE.6.B.4.4:	<p>Compile ways to ask for assistance to enhance the health of self and others.</p> <p><b>Clarifications:</b> Verbalize, write, and ask others for help.</p>
HE.6.B.5.1:	<p>Investigate health-related situations that require the application of a thoughtful decision-making process.</p> <p><b>Clarifications:</b> Peer pressure, exposure to unsupervised firearms, and tobacco use.</p>
HE.6.C.1.2:	<p>Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.</p> <p><b>Clarifications:</b> Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.</p>
HE.6.C.2.5:	<p>Examine how media influences peer and community health behaviors.</p> <p><b>Clarifications:</b> Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.</p>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.6.C.2.1:	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

## General Course Information and Notes

### VERSION DESCRIPTION

**Course Description:** The purpose of this course is to provide grade 6 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted.

Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

## GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 1001020

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** English >

**Abbreviated Title:** M/J LANG ARTS 1

ADV

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6

**Educator Certifications**

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

English (Elementary Grades 1-6)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

# M/J Language Arts 1 Advanced (#1001020) 2022 - And Beyond

## Course Standards

Name	Description
ELA.6.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p><i>Clarification 2:</i> Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.1.4:	<p>Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use comparative and superlative forms of adjectives.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Integrate diverse digital media to enhance audience engagement in oral or written tasks.</p> <p><b>Clarifications:</b></p>

ELA.6.C.5.1:	<p><i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.5.2:	<p>Use digital tools to produce writing.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.1.1:	<p>Analyze how the interaction between characters contributes to the development of a plot in a literary text.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.1.2:	<p>Analyze the development of stated or implied theme(s) throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. See Theme in Glossary.</p> <p><i>Clarification 2:</i> Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.1.3:	<p>Explain the influence of multiple narrators and/or shifts in point of view in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> When referring to the person of the narrator, the term "point of view" is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.1.4:	<p>Describe the impact of various poetic forms on meaning and style.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.2.1:	<p>Explain how individual text sections and/or features convey meaning in texts.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.2.2:	<p>Analyze the central idea(s), implied or explicit, and its development throughout a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.2.3:	<p>Analyze authors' purpose(s) in multiple accounts of the same event or topic.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.2.4:	<p>Track the development of an argument, identifying the types of reasoning used.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.3.1:	<p>Explain how figurative language contributes to tone and meaning in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.3.3:	<p>Compare and contrast how authors from different time periods address the same or related topics.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Texts for this benchmark should be selected from the following literary periods:</p> <ul style="list-style-type: none"> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p>Standard Relation to Course: Major</p>
	<p>Identify rhetorical appeals in a text.</p> <p><b>Clarifications:</b></p>

ELA.6.R.3.4:	<p><i>Clarification 1:</i> Students will identify the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.6.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p>

ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>
SS.6.W.1.3:	Interpret primary and secondary sources. <b>Clarifications:</b> Examples are artifacts, images, auditory sources, written sources. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### VERSION REQUIREMENTS

Approximately one-third of the titles from the 6th Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1001020

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** English > **Abbreviated Title:** M/J LANG ARTS 1 ADV  
**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** State Board Approved

**Educator Certifications**

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)



# M/J English 1 Cambridge Lower Secondary (#1001025) 2014 - And Beyond

(current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-1/cambridge-secondary-1/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 1001025

**Course Path:** **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** English > **Abbreviated Title:** M/J ENG 1 CLS

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Type:** Core Academic Course      **Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
English (Grades 6-12)
English (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)

# M/J International Baccalaureate MYP Language & Literature 1 (#1001030) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at:  
<http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 1001030

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** English > **Abbreviated Title:** M/J IB MYP LANG/LIT1

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
English (Elementary Grades 1-6)
English (Grades 6-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)

# M/J Language Arts 2 (#1001040) 2015 - 2022 (current)

## Course Standards

### Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.7.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ol>
LAFS.7.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i>).</li> <li>Spell correctly.</li> </ol>
LAFS.7.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ol>
LAFS.7.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</li> <li>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 or its part of speech.</li> <li>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).</li> </ol>
LAFS.7.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</li> </ol>
LAFS.7.L.3.6:	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
LAFS.7.RI.1.1:	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.7.RI.1.2:	<p>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>
LAFS.7.RI.1.3:	<p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>
LAFS.7.RI.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>
LAFS.7.RI.2.5:	<p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>
LAFS.7.RI.2.6:	<p>Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>

LAFS.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LAFS.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.RL.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LAFS.7.RL.1.3:	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LAFS.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LAFS.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LAFS.7.RL.2.6:	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LAFS.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LAFS.7.RL.3.9:	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LAFS.7.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.7.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
LAFS.7.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;</li> </ul>

LAFS.7.W.1.3:	<p>organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
LAFS.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LAFS.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>
LAFS.7.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
HE.7.B.3.3:	<p>Compare a variety of technologies to gather health information.</p> <p><b>Clarifications:</b> WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician’s office equipment, and mobile diagnostic imaging vs. hospital MRI.</p>
HE.7.B.4.1:	<p>Apply effective communication skills when interacting with others to enhance health.</p> <p><b>Clarifications:</b> Clear and concise words, nonverbal language, discussion, “I” messages, and assertive vs. passive or aggressive communication.</p>
HE.7.B.4.2:	<p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.</p> <p><b>Clarifications:</b> Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.</p>
HE.7.B.4.3:	<p>Articulate the possible causes of conflict among youth in schools and communities.</p> <p><b>Clarifications:</b> Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>
HE.7.B.4.4:	<p>Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p><b>Clarifications:</b> “I” messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.</p>
HE.7.B.5.1:	<p>Predict when health-related situations require the application of a thoughtful decision-making process.</p> <p><b>Clarifications:</b> Prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental-health issues, determining whether a relationship is healthy, sexual activity/abstinence, and cheating.</p>
HE.7.C.1.2:	<p>Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.</p> <p><b>Clarifications:</b> Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.</p>
HE.7.C.2.5:	<p>Analyze how messages from media influence health behaviors.</p> <p><b>Clarifications:</b> Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life- threatening stunts.</p>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.7.C.2.11:	<p>Analyze media and political communications (bias, symbolism, propaganda).</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

Examine multiple perspectives on public and current issues.

**Clarifications:**

SS.7.C.2.13:

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to provide grade 7 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

### GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

### GENERAL INFORMATION

**Course Number:** 1001040

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**  
Grades 6 to 8 Education Courses >  
**Subject:** English/Language Arts >  
**SubSubject:** English >  
**Abbreviated Title:** M/J LANG ARTS 2  
**Course Length:** Year (Y)  
**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 7

**Educator Certifications**

Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
English (Grades 6-12)
English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement

# M/J Language Arts 2 (#1001040) 2022 - And Beyond

## Course Standards

Name	Description
ELA.7.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.  <i>Clarification 2:</i> See Secondary Figurative Language.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.2.1:	<p>Present information orally, in a logical sequence, emphasizing key points that support the central idea.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.  <i>Clarification 2:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.5.1:	<p>Integrate diverse digital media to build cohesion in oral or written tasks.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.</p> <p>Standard Relation to Course: Major</p>



ELA.7.C.5.2:	Use digital tools to produce and share writing. <b>Standard Relation to Course: Major</b>
ELA.7.R.1.1:	Analyze the impact of setting on character development and plot in a literary text. <b>Standard Relation to Course: Major</b>
ELA.7.R.1.2:	Compare two or more themes and their development throughout a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. <i>Clarification 2:</i> Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. <b>Standard Relation to Course: Major</b>
ELA.7.R.1.3:	Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack of information or background knowledge about what that information means, mental illness, or self-deception.  <i>Clarification 2:</i> "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited. <b>Standard Relation to Course: Major</b>
ELA.7.R.1.4:	Analyze the impact of various poetic forms on meaning and style. <b>Clarifications:</b> <i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle.  <i>Clarification 2:</i> Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning. <b>Standard Relation to Course: Major</b>
ELA.7.R.2.1:	Explain how individual text sections and/or features convey a purpose in texts. <b>Standard Relation to Course: Major</b>
ELA.7.R.2.2:	Compare two or more central ideas and their development throughout a text. <b>Standard Relation to Course: Major</b>
ELA.7.R.2.3:	Explain how an author establishes and achieves purpose(s) through diction and syntax. <b>Clarifications:</b> <i>Clarification 1:</i> This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose. <b>Standard Relation to Course: Major</b>
ELA.7.R.2.4:	Track the development of an argument, analyzing the types of reasoning used and their effectiveness. <b>Clarifications:</b> <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.  <i>Clarification 2:</i> Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal). <b>Standard Relation to Course: Major</b>
ELA.7.R.3.1:	Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language. <b>Standard Relation to Course: Major</b>
ELA.7.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark. <b>Standard Relation to Course: Major</b>
ELA.7.R.3.3:	Compare and contrast how authors with differing perspectives address the same or related topics or themes. <b>Clarifications:</b> <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." <b>Standard Relation to Course: Major</b>
ELA.7.R.3.4:	Explain the meaning and/or significance of rhetorical devices in a text. <b>Clarifications:</b> <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 7.R.3.1 with the addition of irony and rhetorical questioning.  <i>Clarification 2:</i> See Secondary Figurative Language.

*Clarification 3:* See Rhetorical Devices.

**Standard Relation to Course:** Major

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.7.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course:** Major

Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* See Common Greek and Latin Roots 6-8 and Affixes.

**Standard Relation to Course:** Major

ELA.7.V.1.2:

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

ELA.7.V.1.3:

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.7.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course:** Major

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course:** Supporting

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course:** Supporting

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course:** Supporting

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Standard Relation to Course:** Supporting

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**Standard Relation to Course:** Supporting

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. Standard Relation to Course: Supporting
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 7th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### VERSION REQUIREMENTS

Approximately one-third of the titles from the 7th Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1001040

**Course Path: Section:** Grades PreK to 12 Education Courses >

**Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** English >

**Abbreviated Title:** M/J LANG ARTS 2

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** State Board Approved

**Educator Certifications**

Middle Grades English (Middle Grades 5-9)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

English (Grades 6-12)

English Speakers of Other Languages (Elementary and Secondary Grades K-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement

Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement

English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement

# M/J Language Arts 2 Advanced (#1001050) 2015 - 2022 (current)

## Course Standards

### Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.7.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ol>
LAFS.7.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i>).</li> <li>Spell correctly.</li> </ol>
LAFS.7.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ol>
LAFS.7.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</li> <li>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 or its part of speech.</li> <li>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).</li> </ol>
LAFS.7.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</li> </ol>
LAFS.7.L.3.6:	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
LAFS.7.RI.1.1:	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.7.RI.1.2:	<p>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>
LAFS.7.RI.1.3:	<p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>
LAFS.7.RI.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>
LAFS.7.RI.2.5:	<p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>
LAFS.7.RI.2.6:	<p>Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>

LAFS.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LAFS.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.RL.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LAFS.7.RL.1.3:	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LAFS.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LAFS.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LAFS.7.RL.2.6:	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LAFS.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LAFS.7.RL.3.9:	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LAFS.7.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.7.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
LAFS.7.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;</li> </ul>

LAFS.7.W.1.3:	<p>organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
LAFS.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LAFS.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>
LAFS.7.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
HE.7.B.3.3:	<p>Compare a variety of technologies to gather health information.</p> <p><b>Clarifications:</b> WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician’s office equipment, and mobile diagnostic imaging vs. hospital MRI.</p>
HE.7.B.4.1:	<p>Apply effective communication skills when interacting with others to enhance health.</p> <p><b>Clarifications:</b> Clear and concise words, nonverbal language, discussion, “I” messages, and assertive vs. passive or aggressive communication.</p>
HE.7.B.4.2:	<p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.</p> <p><b>Clarifications:</b> Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.</p>
HE.7.B.4.3:	<p>Articulate the possible causes of conflict among youth in schools and communities.</p> <p><b>Clarifications:</b> Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>
HE.7.B.4.4:	<p>Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p><b>Clarifications:</b> “I” messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.</p>
HE.7.B.5.1:	<p>Predict when health-related situations require the application of a thoughtful decision-making process.</p> <p><b>Clarifications:</b> Prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental-health issues, determining whether a relationship is healthy, sexual activity/abstinence, and cheating.</p>
HE.7.C.1.2:	<p>Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.</p> <p><b>Clarifications:</b> Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.</p>
HE.7.C.2.5:	<p>Analyze how messages from media influence health behaviors.</p> <p><b>Clarifications:</b> Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life- threatening stunts.</p>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.7.C.2.11:	<p>Analyze media and political communications (bias, symbolism, propaganda).</p> <p><b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>

Examine multiple perspectives on public and current issues.

**Clarifications:**

SS.7.C.2.13:

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

## General Course Information and Notes

### VERSION DESCRIPTION

**Course Description:** The purpose of this course is to provide grade 7 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION



**Course Number:** 1001050

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** English > **Abbreviated Title:** M/J LANG ARTS 2 ADV

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 7

**Educator Certifications**

Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
English (Grades 6-12)

# M/J Language Arts 2 Advanced (#1001050) 2022 - 2023

## Course Standards

Name	Description
ELA.7.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.2.1:	<p>Present information orally, in a logical sequence, emphasizing key points that support the central idea.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.</p> <p><i>Clarification 2:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.5.1:	<p>Integrate diverse digital media to build cohesion in oral or written tasks.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.</p> <p>Standard Relation to Course: Major</p>

ELA.7.C.5.2:	Use digital tools to produce and share writing. Standard Relation to Course: Major
ELA.7.R.1.1:	Analyze the impact of setting on character development and plot in a literary text. Standard Relation to Course: Major
ELA.7.R.1.2:	Compare two or more themes and their development throughout a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. <i>Clarification 2:</i> Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. Standard Relation to Course: Major
ELA.7.R.1.3:	Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack of information or background knowledge about what that information means, mental illness, or self-deception.  <i>Clarification 2:</i> "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited. Standard Relation to Course: Major
ELA.7.R.1.4:	Analyze the impact of various poetic forms on meaning and style. <b>Clarifications:</b> <i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle.  <i>Clarification 2:</i> Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning. Standard Relation to Course: Major
ELA.7.R.2.1:	Explain how individual text sections and/or features convey a purpose in texts. Standard Relation to Course: Major
ELA.7.R.2.2:	Compare two or more central ideas and their development throughout a text. Standard Relation to Course: Major
ELA.7.R.2.3:	Explain how an author establishes and achieves purpose(s) through diction and syntax. <b>Clarifications:</b> <i>Clarification 1:</i> This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose. Standard Relation to Course: Major
ELA.7.R.2.4:	Track the development of an argument, analyzing the types of reasoning used and their effectiveness. <b>Clarifications:</b> <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.  <i>Clarification 2:</i> Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal). Standard Relation to Course: Major
ELA.7.R.3.1:	Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language. Standard Relation to Course: Major
ELA.7.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark. Standard Relation to Course: Major
ELA.7.R.3.3:	Compare and contrast how authors with differing perspectives address the same or related topics or themes. <b>Clarifications:</b> <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." Standard Relation to Course: Major
ELA.7.R.3.4:	Explain the meaning and/or significance of rhetorical devices in a text. <b>Clarifications:</b> <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 7.R.3.1 with the addition of irony and rhetorical questioning.  <i>Clarification 2:</i> See Secondary Figurative Language.

*Clarification 3:* See Rhetorical Devices.

**Standard Relation to Course:** Major

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.7.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course:** Major

Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* See Common Greek and Latin Roots 6-8 and Affixes.

**Standard Relation to Course:** Major

ELA.7.V.1.2:

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

ELA.7.V.1.3:

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.7.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course:** Major

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course:** Supporting

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course:** Supporting

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course:** Supporting

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Standard Relation to Course:** Supporting

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**Standard Relation to Course:** Supporting

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>
SS.7.C.2.11:	Analyze media and political communications (bias, symbolism, propaganda). <b>Clarifications:</b>  This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.  <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### VERSION REQUIREMENTS

Approximately one-third of the titles from the 7th Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses >

**Course Number:** 1001050

**Subject:** English/Language Arts >  
**SubSubject:** English >  
**Abbreviated Title:** M/J LANG ARTS 2  
ADV  
**Course Length:** Year (Y)  
**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course  
**Course Status:** State Board Approved

**Course Level:** 3

**Educator Certifications**

Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
English (Grades 6-12)

# M/J Language Arts 2 Advanced (#1001050) 2023 - And Beyond

## Course Standards

Name	Description
ELA.7.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.  <i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.7.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.7.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p>
ELA.7.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p>
ELA.7.C.2.1:	<p>Present information orally, in a logical sequence, emphasizing key points that support the central idea.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.7.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
ELA.7.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.  <i>Clarification 2:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.7.C.5.1:	<p>Integrate diverse digital media to build cohesion in oral or written tasks.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.</p>
ELA.7.C.5.2:	<p>Use digital tools to produce and share writing.</p>
ELA.7.R.1.1:	<p>Analyze the impact of setting on character development and plot in a literary text.</p> <p>Compare two or more themes and their development throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.</p>

ELA.7.R.1.2:	<p><i>Clarification 2:</i> Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p>
ELA.7.R.1.3:	<p>Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack of information or background knowledge about what that information means, mental illness, or self-deception.</p> <p><i>Clarification 2:</i> "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.</p>
ELA.7.R.1.4:	<p>Analyze the impact of various poetic forms on meaning and style.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle.</p> <p><i>Clarification 2:</i> Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.</p>
ELA.7.R.2.1:	Explain how individual text sections and/or features convey a purpose in texts.
ELA.7.R.2.2:	Compare two or more central ideas and their development throughout a text.
ELA.7.R.2.3:	<p>Explain how an author establishes and achieves purpose(s) through diction and syntax.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.</p>
ELA.7.R.2.4:	<p>Track the development of an argument, analyzing the types of reasoning used and their effectiveness.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p>
ELA.7.R.3.1:	<p>Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.7.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.7.R.3.3:	<p>Compare and contrast how authors with differing perspectives address the same or related topics or themes.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."</p>
ELA.7.R.3.4:	<p>Explain the meaning and/or significance of rhetorical devices in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 7.R.3.1 with the addition of irony and rhetorical questioning.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><i>Clarification 3:</i> See Rhetorical Devices.</p>
ELA.7.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.7.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p>
	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background



ELA.7.V.1.3:	<p>knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.7.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p>Analyze media and political communications and identify examples of bias, symbolism and propaganda.</p>
SS.7.CG.2.9:	<ul style="list-style-type: none"> <li>• Students will use scenarios to identify bias, symbolism and propaganda.</li> <li>• Students will evaluate how bias, symbolism and propaganda can impact public opinion.</li> </ul>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

Approximately one-third of the titles from the 7th Grade Sample Book List should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1001050

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** English >

**Abbreviated Title:** M/J LANG ARTS 2  
ADV

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

### Educator Certifications

Middle Grades English (Middle Grades 5-9)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

English (Grades 6-12)

# M/J English 2 Cambridge Lower Secondary (#1001055) 2014 - And Beyond

(current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-1/cambridge-secondary-1/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 1001055

**Course Path:** **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** M/J ENG 2 CLS

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Type:** Core Academic Course      **Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
English (Grades 6-12)
English (Elementary Grades 1-6)

# M/J International Baccalaureate MYP Language & Literature 2 (#1001060) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at:  
<http://www.ibo.org/en/programmes/>

### GENERAL INFORMATION

**Course Number:** 1001060

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** English >

**Abbreviated Title:** M/J IB MYP LANG/LIT2

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

Middle Grades English (Middle Grades 5-9)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

English (Grades 6-12)

English (Elementary Grades 1-6)

# M/J Language Arts 3 (#1001070) 2015 - 2022 (current)

## Course Standards

### Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.8.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>Form and use verbs in the active and passive voice.</li> <li>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>Recognize and correct inappropriate shifts in verb voice and mood.</li> </ol>
LAFS.8.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>Use an ellipsis to indicate an omission.</li> <li>Spell correctly.</li> </ol>
LAFS.8.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ol>
LAFS.8.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</li> <li>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 or its part of speech.</li> <li>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).</li> </ol>
LAFS.8.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>Use the relationship between particular words to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</li> </ol>
LAFS.8.L.3.6:	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
LAFS.8.RI.1.1:	<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.8.RI.1.2:	<p>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>
LAFS.8.RI.1.3:	<p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>
LAFS.8.RI.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
LAFS.8.RI.2.5:	<p>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>
LAFS.8.RI.2.6:	<p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>

LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LAFS.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LAFS.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LAFS.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LAFS.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LAFS.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LAFS.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
LAFS.8.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> </ul>

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.8.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol>
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</li> <li>Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</li> </ol>
LAFS.8.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
HE.8.B.4.1:	<p>Illustrate skills necessary for effective communication with family, peers, and others to enhance health.</p> <p><b>Clarifications:</b> Refusal skills, nonverbal communication, asking questions, “I” messages, assertiveness, negotiation, and making requests.</p>
HE.8.B.4.3:	<p>Examine the possible causes of conflict among youth in schools and communities.</p> <p><b>Clarifications:</b> Relationships, territory, jealousy, and gossip/rumors.</p>
HE.8.B.4.4:	<p>Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.</p> <p><b>Clarifications:</b> Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.</p>
HE.8.B.5.1:	<p>Determine when health-related situations require the application of a thoughtful prepared plan of action.</p> <p><b>Clarifications:</b> Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.</p>
HE.8.C.1.2:	<p>Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.</p> <p><b>Clarifications:</b> Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.</p>
HE.8.C.2.5:	<p>Research marketing strategies behind health-related media messages.</p> <p><b>Clarifications:</b> Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.</p>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.8.C.1.5:	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
SS.8.C.1.6:	Evaluate how amendments to the Constitution have expanded voting rights from our nation’s early history to present day.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to provide grade 8 students, using texts of high complexity, integrated language arts study in reading, writing,

speaking, listening, and language for college and career preparation and readiness.

## GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

## GENERAL INFORMATION

**Course Number:** 1001070

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** English > **Abbreviated Title:** M/J LANG ARTS 3  
**Course Length:** Year (Y)  
**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 8



**Educator Certifications**

Middle Grades English (Middle Grades 5-9)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

English (Grades 6-12)

English Speakers of Other Languages (Elementary and Secondary Grades K-12)

Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement

English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement

Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement

# M/J Language Arts 3 (#1001070) 2022 - And Beyond

## Course Standards

Name	Description
ELA.8.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.8.C.1.3:	<p>Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.            Standard Relation to Course: Major</p>
ELA.8.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.8.C.1.5:	<p>Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.2.1:	<p>Present information orally, in a logical sequence, supporting the central idea with credible evidence.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.8.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.8.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.  <i>Clarification 2:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.            Standard Relation to Course: Major</p>
ELA.8.C.5.1:	<p>Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.5.2:	<p>Use a variety of digital tools to collaborate with others to produce writing.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.1.1:	<p>Analyze the interaction between character development, setting, and plot in a literary text.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.1.2:	<p>Analyze two or more themes and their development throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message.  <i>Clarification 2:</i> Students should continue to work with the concept of universal themes, although mastery isn’t expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples</p>

include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

Standard Relation to Course: Major

ELA.8.R.1.3:	Analyze how an author develops and individualizes the perspectives of different characters. <b>Clarifications:</b> <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation. Standard Relation to Course: Major
ELA.8.R.1.4:	Analyze structure, sound, imagery, and figurative language in poetry. <b>Clarifications:</b> <i>Clarification 1:</i> Structural elements for this benchmark are form, line length, white space, indentation, line breaks, and stanza breaks.  <i>Clarification 2:</i> Sound can be created through the use of end rhyme, internal rhyme, slant rhyme, alliteration, assonance, consonance, onomatopoeia, repetition, and meter.  <i>Clarification 3:</i> Imagery, as used here, refers to language and description that appeals to the five senses.  <i>Clarification 4:</i> Figurative language types for this benchmark are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.  Standard Relation to Course: Major
ELA.8.R.2.1:	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts. Standard Relation to Course: Major
ELA.8.R.2.2:	Analyze two or more central ideas and their development throughout a text. Standard Relation to Course: Major
ELA.8.R.2.3:	Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 3:</i> See Secondary Figurative Language.  <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.  Standard Relation to Course: Major
ELA.8.R.2.4:	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved. <b>Clarifications:</b> <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.  <i>Clarification 2:</i> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).  Standard Relation to Course: Major
ELA.8.R.3.1:	Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language.  Standard Relation to Course: Major
ELA.8.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark. Standard Relation to Course: Major
ELA.8.R.3.3:	Compare and contrast the use or discussion of archetypes in texts. <b>Clarifications:</b> <i>Clarification 1:</i> See Archetypes. Standard Relation to Course: Major
ELA.8.R.3.4:	Explain how an author uses rhetorical devices to support or advance an appeal. <b>Clarifications:</b> <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 8.R.3.1 with the addition of irony, rhetorical question, antithesis, and zeugma.  <i>Clarification 2:</i> See Secondary Figurative Language.  <i>Clarification 3:</i> See Rhetorical Appeals and Rhetorical Devices.  <i>Clarification 4:</i> Students will explain the connection between an author's use of rhetorical devices and the appeal—logos, ethos, or pathos—that is being made. Instruction should focus on ensuring students can explain how specific rhetorical

devices contribute to the development of the rhetorical appeal(s) the author uses.

Standard Relation to Course: Major

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Standard Relation to Course: Major

ELA.8.V.1.1:

Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* See Common Greek and Latin Roots 6-8 and Affixes.

Standard Relation to Course: Major

ELA.8.V.1.2:

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.8.R.3.1 and Secondary Figurative Language.

Standard Relation to Course: Major

ELA.8.V.1.3:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Standard Relation to Course: Supporting

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Standard Relation to Course: Supporting

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Standard Relation to Course: Supporting

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Standard Relation to Course: Supporting

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Standard Relation to Course: Supporting

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate

ELA.K12.EE.6.1:

	social and academic language to discuss texts. Standard Relation to Course: Supporting
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 8th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### VERSION REQUIREMENTS

Approximately one-third of the titles from the 8th Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1001070

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** English >

**Abbreviated Title:** M/J LANG ARTS 3

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** State Board Approved

### Educator Certifications

Middle Grades English (Middle Grades 5-9)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

English (Grades 6-12)

English Speakers of Other Languages (Elementary and Secondary Grades K-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement

Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement

English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement

# M/J Language Arts 3 Advanced (#1001080) 2015 - 2022 (current)

## Course Standards

### Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.8.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>Form and use verbs in the active and passive voice.</li> <li>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>Recognize and correct inappropriate shifts in verb voice and mood.</li> </ol>
LAFS.8.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>Use an ellipsis to indicate an omission.</li> <li>Spell correctly.</li> </ol>
LAFS.8.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ol>
LAFS.8.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</li> <li>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 or its part of speech.</li> <li>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).</li> </ol>
LAFS.8.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>Use the relationship between particular words to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</li> </ol>
LAFS.8.L.3.6:	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
LAFS.8.RI.1.1:	<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.8.RI.1.2:	<p>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>
LAFS.8.RI.1.3:	<p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>
LAFS.8.RI.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
LAFS.8.RI.2.5:	<p>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>

LAFS.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LAFS.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LAFS.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LAFS.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LAFS.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LAFS.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LAFS.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
LAFS.8.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> </ul>



- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.8.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</li> <li>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</li> </ul>
LAFS.8.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
HE.8.B.4.1:	Illustrate skills necessary for effective communication with family, peers, and others to enhance health. <b>Clarifications:</b> Refusal skills, nonverbal communication, asking questions, “I” messages, assertiveness, negotiation, and making requests.
HE.8.B.4.3:	Examine the possible causes of conflict among youth in schools and communities. <b>Clarifications:</b> Relationships, territory, jealousy, and gossip/rumors.
HE.8.B.4.4:	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. <b>Clarifications:</b> Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.
HE.8.B.5.1:	Determine when health-related situations require the application of a thoughtful prepared plan of action. <b>Clarifications:</b> Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.
HE.8.C.1.2:	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual. <b>Clarifications:</b> Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
HE.8.C.2.5:	Research marketing strategies behind health-related media messages. <b>Clarifications:</b> Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.8.C.1.5:	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
SS.8.C.1.6:	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

## General Course Information and Notes

### VERSION DESCRIPTION

**Course Description:** The purpose of this course is to provide grade 8 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

## GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 1001080

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** English >

**Abbreviated Title:** M/J LANG ARTS 3  
ADV

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course    **Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 8

**Educator Certifications**

Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
English (Grades 6-12)

# M/J Language Arts 3 Advanced (#1001080) 2022 - And Beyond

## Course Standards

Name	Description
ELA.8.C.1.2:	Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques. Standard Relation to Course: Major
ELA.8.C.1.3:	Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques. Standard Relation to Course: Major
ELA.8.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types. Standard Relation to Course: Major
ELA.8.C.1.5:	Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness. Standard Relation to Course: Major
ELA.8.C.2.1:	Present information orally, in a logical sequence, supporting the central idea with credible evidence. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  Standard Relation to Course: Major
ELA.8.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> </ul> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.  Standard Relation to Course: Major
ELA.8.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research. <b>Clarifications:</b> <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.  <i>Clarification 2:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.  Standard Relation to Course: Major
ELA.8.C.5.1:	Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks. Standard Relation to Course: Major
ELA.8.C.5.2:	Use a variety of digital tools to collaborate with others to produce writing. Standard Relation to Course: Major
ELA.8.R.1.1:	Analyze the interaction between character development, setting, and plot in a literary text. Standard Relation to Course: Major
ELA.8.R.1.2:	Analyze two or more themes and their development throughout a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. <i>Clarification 2:</i> Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples

include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

Standard Relation to Course: Major

ELA.8.R.1.3:	Analyze how an author develops and individualizes the perspectives of different characters. <b>Clarifications:</b> <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation. Standard Relation to Course: Major
ELA.8.R.1.4:	Analyze structure, sound, imagery, and figurative language in poetry. <b>Clarifications:</b> <i>Clarification 1:</i> Structural elements for this benchmark are form, line length, white space, indentation, line breaks, and stanza breaks.  <i>Clarification 2:</i> Sound can be created through the use of end rhyme, internal rhyme, slant rhyme, alliteration, assonance, consonance, onomatopoeia, repetition, and meter.  <i>Clarification 3:</i> Imagery, as used here, refers to language and description that appeals to the five senses.  <i>Clarification 4:</i> Figurative language types for this benchmark are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.  Standard Relation to Course: Major
ELA.8.R.2.1:	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts. Standard Relation to Course: Major
ELA.8.R.2.2:	Analyze two or more central ideas and their development throughout a text. Standard Relation to Course: Major
ELA.8.R.2.3:	Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 3:</i> See Secondary Figurative Language.  <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.  Standard Relation to Course: Major
ELA.8.R.2.4:	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved. <b>Clarifications:</b> <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.  <i>Clarification 2:</i> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).  Standard Relation to Course: Major
ELA.8.R.3.1:	Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language.  Standard Relation to Course: Major
ELA.8.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark. Standard Relation to Course: Major
ELA.8.R.3.3:	Compare and contrast the use or discussion of archetypes in texts. <b>Clarifications:</b> <i>Clarification 1:</i> See Archetypes. Standard Relation to Course: Major
ELA.8.R.3.4:	Explain how an author uses rhetorical devices to support or advance an appeal. <b>Clarifications:</b> <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 8.R.3.1 with the addition of irony, rhetorical question, antithesis, and zeugma.  <i>Clarification 2:</i> See Secondary Figurative Language.  <i>Clarification 3:</i> See Rhetorical Appeals and Rhetorical Devices.  <i>Clarification 4:</i> Students will explain the connection between an author's use of rhetorical devices and the appeal—logos, ethos, or pathos—that is being made. Instruction should focus on ensuring students can explain how specific rhetorical

devices contribute to the development of the rhetorical appeal(s) the author uses.

Standard Relation to Course: Major

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Standard Relation to Course: Major

ELA.8.V.1.1:

Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* See Common Greek and Latin Roots 6-8 and Affixes.

Standard Relation to Course: Major

ELA.8.V.1.2:

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.8.R.3.1 and Secondary Figurative Language.

Standard Relation to Course: Major

ELA.8.V.1.3:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Standard Relation to Course: Supporting

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Standard Relation to Course: Supporting

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Standard Relation to Course: Supporting

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Standard Relation to Course: Supporting

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Standard Relation to Course: Supporting

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate

ELA.K12.EE.6.1:

	social and academic language to discuss texts. Standard Relation to Course: Supporting
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting
SS.8.A.1.4:	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials. Standard Relation to Course: Supporting

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### VERSION REQUIREMENTS

Approximately one-third of the titles from the 8th Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1001080

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** English > **Abbreviated Title:** M/J LANG ARTS 3 ADV  
**Course Length:** Year (Y)  
**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course    **Course Level:** 3

**Course Status:** State Board Approved

**Educator Certifications**

Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
English (Grades 6-12)



# M/J English 3 Cambridge Lower Secondary (#1001085) 2014 - And Beyond

(current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-1/cambridge-secondary-1/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 1001085

**Course Path:** **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** M/J ENG 3 CLS

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Type:** Core Academic Course      **Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
English (Grades 6-12)
English (Elementary Grades 1-6)

# M/J International Baccalaureate MYP Language & Literature 3 (#1001090) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at:  
<http://www.ibo.org/en/programmes/>

### GENERAL INFORMATION

**Course Number:** 1001090

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** English >

**Abbreviated Title:** M/J IB MYP LANG/LIT3

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

### Educator Certifications

Middle Grades English (Middle Grades 5-9)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

English (Grades 6-12)

English (Elementary Grades 1-6)

# English 1 (#1001310) 2015 - 2022 (current)

## Course Standards

### Additional Requirements:

The following Florida Standards are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.910.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
LAFS.910.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>
LAFS.910.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>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, or its etymology.</li> <li>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).</li> </ol>
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.910.L.3.6:	<p>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.</p>
LAFS.910.RI.1.1:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.910.RI.1.2:	<p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
LAFS.910.RI.1.3:	<p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
LAFS.910.RI.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
LAFS.910.RI.2.5:	<p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>

LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations

LAFS.910.W.1.1:	<p>of both in a manner that anticipates the audience's knowledge level and concerns.</p> <ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses 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.</li> <li>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.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
LAFS.910.W.1.2:	<p>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.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>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.</li> <li>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).</li> </ul>
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	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.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	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.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</li> <li>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</li> </ul>
LAFS.910.W.4.10:	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.
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p><b>Clarifications:</b> Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p><b>Clarifications:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.2.5:	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Clarifications:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to</p>

	identify promotion of unhealthy stereotypes, and normalization of violence.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.912.C.2.10:	Monitor current public issues in Florida. <b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to provide English 1 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

### GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

### 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:** English/Language Arts > **SubSubject:** English >

**Number of Credits:** One (1) credit

**Abbreviated Title:** ENG 1

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12,30,31

**Graduation Requirement:** English

### Educator Certifications

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

### Equivalent Courses

1001415-Pre-Advanced Placement English 1

Equivalency start year: 2018

# English 1 (#1001310) 2022 - And Beyond

## Course Standards

Name	Description
ELA.9.C.1.2:	Write narratives using narrative techniques, varied transitions, and a clearly established point of view. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques. <b>Standard Relation to Course:</b> Major
ELA.9.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques. <b>Standard Relation to Course:</b> Major
ELA.9.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types. <b>Standard Relation to Course:</b> Major
ELA.9.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness. <b>Standard Relation to Course:</b> Major
ELA.9.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  <b>Standard Relation to Course:</b> Major
ELA.9.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"><li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li><li>• Use knowledge of usage rules to create flow in writing and presenting.</li></ul> <i>Clarification 2:</i> See Convention Progression by Grade Level.  <b>Standard Relation to Course:</b> Major
ELA.9.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings. <b>Clarifications:</b> <i>Clarification 1:</i> There is no requirement that students research the additional questions generated. <b>Standard Relation to Course:</b> Major
ELA.9.C.5.1:	Create digital presentations with coherent ideas and a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience. <b>Standard Relation to Course:</b> Major
ELA.9.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience. <b>Standard Relation to Course:</b> Major
ELA.9.R.1.1:	Explain how key elements enhance or add layers of meaning and/or style in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to



	<p>make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.1.2:	<p>Analyze universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.1.3:	<p>Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Rhetorical Devices for more information on irony.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.1.4:	<p>Analyze the characters, structures, and themes of epic poetry.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.1:	<p>Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analysis the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.2:	<p>Evaluate the support an author uses to develop the central idea(s) throughout a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.3:	<p>Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.3.1:	<p>Explain how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.3.3:	<p>Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.</p> <p><b>Standard Relation to Course: Major</b></p>

Explain an author's use of rhetoric in a text.

**Clarifications:**

*Clarification 1:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.

ELA.9.R.3.4:

*Clarification 2:* See Secondary Figurative Language and Rhetorical Devices.

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.9.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course: Major**

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.9.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course: Major**

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.9.R.3.1 and Secondary Figurative Language.

ELA.9.V.1.3:

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course: Supporting**

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Standard Relation to Course: Supporting**

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in

ELA.K12.EE.5.1:

how to effectively present information to do quality work.

Standard Relation to Course: Supporting

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

ELA.K12.EE.6.1:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Standard Relation to Course: Supporting

ELD.K12.ELL.LA.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard Relation to Course: Supporting

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

Standard Relation to Course: Supporting

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### VERSION REQUIREMENTS

Approximately one-third of the titles from the 9th Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1001310

**Number of Credits:** One (1) credit

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** English/Language

Arts > **SubSubject:** English >

**Abbreviated Title:** ENG 1

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** State Board Approved

**Graduation Requirement:** English

### **Educator Certifications**

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

### **Equivalent Courses**

1001415-Pre-Advanced Placement English 1

Equivalency start year: 2018

# English 1 for Credit Recovery (#1001315) 2015 - 2022 (current)

## Course Standards

These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study: LAFS.910.L.1.1a**

## Additional Requirements:

The following Florida Standards are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.910.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
LAFS.910.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>
LAFS.910.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i>, <i>analysis</i>, <i>analytical</i>; <i>advocate</i>, <i>advocacy</i>).</li> <li>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, or its etymology.</li> </ol>

	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).
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LAFS.910.L.3.5:	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	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.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1:	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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on

	<p>key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses 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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
LAFS.910.W.1.2:	<p>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.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	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.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	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.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.

LAFS.910.W.3.9:	<p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>
LAFS.910.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p><b>Clarifications:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.2.5:	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Clarifications:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
SS.912.C.2.10:	<p>Monitor current public issues in Florida.</p> <p><b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to provide grade 9 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

### GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn analysis of literature and informational texts from varied literary periods to examine:
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.



2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**GENERAL INFORMATION**

<p><b>Course Number:</b> 1001315</p> <p><b>Number of Credits:</b> One (1) credit</p> <p><b>Course Type:</b> Elective Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12</p>	<p><b>Course Path: Section:</b> Grades PreK to 12 Education Courses &gt; <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses &gt; <b>Subject:</b> English/Language Arts &gt; <b>SubSubject:</b> English &gt;</p> <p><b>Abbreviated Title:</b> ENG 1 CR</p> <p><b>Course Length:</b> Credit Recovery (R)</p> <p><b>Course Level:</b> 2</p>
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**Educator Certifications**

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# English 1 for Credit Recovery (#1001315) 2022 - And Beyond

## Course Standards

Name	Description
ELA.9.C.1.2:	Write narratives using narrative techniques, varied transitions, and a clearly established point of view. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.9.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.
ELA.9.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.9.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.
ELA.9.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.9.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level.
ELA.9.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings. <b>Clarifications:</b> <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.
ELA.9.C.5.1:	Create digital presentations with coherent ideas and a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.9.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.
ELA.9.R.1.1:	Explain how key elements enhance or add layers of meaning and/or style in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.
ELA.9.R.1.2:	Analyze universal themes and their development throughout a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between

human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

ELA.9.R.1.3:	Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire. <b>Clarifications:</b> <i>Clarification 1:</i> See Rhetorical Devices for more information on irony.
ELA.9.R.1.4:	Analyze the characters, structures, and themes of epic poetry. <b>Clarifications:</b> <i>Clarification 1:</i> For more information, see Literary Periods.
ELA.9.R.2.1:	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. <b>Clarifications:</b> <i>Clarification 1:</i> Students will analysis the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.9.R.2.2:	Evaluate the support an author uses to develop the central idea(s) throughout a text. <b>Clarifications:</b> <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.
ELA.9.R.2.3:	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 3:</i> See Secondary Figurative Language.  <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.
ELA.9.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims. <b>Clarifications:</b> <i>Clarification 1:</i> Validity refers to the soundness of the arguments.
ELA.9.R.3.1:	Explain how figurative language creates mood in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language.
ELA.9.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
ELA.9.R.3.3:	Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts. <b>Clarifications:</b> <i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.
ELA.9.R.3.4:	Explain an author's use of rhetoric in a text. <b>Clarifications:</b> <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.  <i>Clarification 2:</i> See Secondary Figurative Language and Rhetorical Devices.
ELA.9.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time. <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.
ELA.9.V.1.2:	
ELA.9.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.9.R.3.1 and Secondary Figurative Language.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. <b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will

continue to review and apply earlier grade-level benchmarks and expectations.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**Special Notes:** Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

## VERSION REQUIREMENTS

Approximately one-third of the titles from the 9th Grade Sample Book List should be used in instruction.

## GENERAL INFORMATION

<b>Course Number:</b> 1001315	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> ENG 1 CR
<b>Course Type:</b> Credit Recovery	<b>Course Length:</b> Credit Recovery (R)
<b>Course Status:</b> State Board Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9	

### Educator Certifications

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# English Honors 1 (#1001320) 2015 - 2022 (current)

## Course Standards

### Additional Requirements:

The following Florida Standards are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.910.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
LAFS.910.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>
LAFS.910.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>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, or its etymology.</li> <li>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).</li> </ol>
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.910.L.3.6:	<p>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.</p>
LAFS.910.RI.1.1:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.910.RI.1.2:	<p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
LAFS.910.RI.1.3:	<p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
LAFS.910.RI.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
LAFS.910.RI.2.5:	<p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>

LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations

LAFS.910.W.1.1:	<p>of both in a manner that anticipates the audience's knowledge level and concerns.</p> <ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses 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.</li> <li>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.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
LAFS.910.W.1.2:	<p>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.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>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.</li> <li>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).</li> </ul>
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	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.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	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.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</li> <li>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</li> </ul>
LAFS.910.W.4.10:	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.
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p><b>Clarifications:</b> Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p><b>Clarifications:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.2.5:	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Clarifications:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to</p>



	identify promotion of unhealthy stereotypes, and normalization of violence.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.912.C.2.10:	Monitor current public issues in Florida. <b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to provide grade 9 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 1001320

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** ENG HON 1

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

### Educator Certifications

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

### Equivalent Courses

1001415-Pre-Advanced Placement English 1

Equivalency start year: 2018

# English Honors 1 (#1001320) 2022 - And Beyond

## Course Standards

Name	Description
ELA.9.C.1.2:	<p>Write narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.9.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.            Standard Relation to Course: Major</p>
ELA.9.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.9.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</p> <p>Standard Relation to Course: Major</p>
ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.9.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level.            Standard Relation to Course: Major</p>
ELA.9.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.            Standard Relation to Course: Major</p>
ELA.9.C.5.1:	<p>Create digital presentations with coherent ideas and a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.            Standard Relation to Course: Major</p>
ELA.9.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.</p> <p>Standard Relation to Course: Major</p>
ELA.9.R.1.1:	<p>Explain how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to</p>

	<p>make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.1.2:	<p>Analyze universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.1.3:	<p>Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Rhetorical Devices for more information on irony.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.1.4:	<p>Analyze the characters, structures, and themes of epic poetry.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.1:	<p>Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analysis the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.2:	<p>Evaluate the support an author uses to develop the central idea(s) throughout a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.3:	<p>Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.3.1:	<p>Explain how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.3.3:	<p>Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.</p> <p><b>Standard Relation to Course: Major</b></p>

Explain an author's use of rhetoric in a text.

**Clarifications:**

*Clarification 1:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.

ELA.9.R.3.4:

*Clarification 2:* See Secondary Figurative Language and Rhetorical Devices.

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.9.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course: Major**

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.9.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course: Major**

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.9.R.3.1 and Secondary Figurative Language.

ELA.9.V.1.3:

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course: Supporting**

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Standard Relation to Course: Supporting**

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in

ELA.K12.EE.5.1:

	<p>how to effectively present information to do quality work.  <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>            In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.  <b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.  <b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.  <b>Standard Relation to Course: Supporting</b></p>
SS.912.H.2.2:	<p>Classify styles, forms, types, and genres within art forms.  <b>Clarifications:</b>            Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism.  <b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### VERSION REQUIREMENTS

Approximately one-third of the titles from the 9th Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1001320

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** English/Language

Arts > **SubSubject:** English >

**Abbreviated Title:** ENG HON 1

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

### Educator Certifications

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

### Equivalent Courses

1001415-Pre-Advanced Placement English 1

Equivalency start year: 2018

# English 2 (#1001340) 2015 - 2022 (current)

## Course Standards

### Additional Requirements:

The following Florida Standards are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.910.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
LAFS.910.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>
LAFS.910.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>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, or its etymology.</li> <li>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).</li> </ol>
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.910.L.3.6:	<p>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.</p>
LAFS.910.RI.1.1:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.910.RI.1.2:	<p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
LAFS.910.RI.1.3:	<p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
LAFS.910.RI.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>



LAFS.910.RI.2.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that

LAFS.910.W.1.1:	<p>establishes clear relationships among claim(s) counterclaims, reasons, and evidence.</p> <ol style="list-style-type: none"> <li>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>Use words, phrases, and clauses 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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.910.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	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.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	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.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</li> <li>Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</li> </ol>
LAFS.910.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p><b>Clarifications:</b> Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p><b>Clarifications:</b> Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care,</p>

protection against infectious agents, wellness promotion, and first-aid-treatment options.

SS.912.C.2.10:

Monitor current public issues in Florida.

**Clarifications:**

Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.

SS.912.C.2.11:

Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

### GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 1001340

**Number of Credits:** One (1) credit

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** ENG 2

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)

**Equivalent Courses**

1001416-Pre-Advanced Placement English 2  
Equivalency start year: 2020

# English 2 (#1001340) 2022 - And Beyond

## Course Standards

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.            Standard Relation to Course: Major</p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.            Standard Relation to Course: Major</p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.            Standard Relation to Course: Major</p>
ELA.10.C.5.1:	<p>Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.            Standard Relation to Course: Major</p>
ELA.10.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.            Standard Relation to Course: Major</p>
	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.</p>

ELA.10.R.1.1:	<p><i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:  Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred).</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.4:	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.3:	<p>Analyze how mythical, classical, or religious texts have been adapted.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome’s Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization’s early history. Religious texts for this benchmark include works such as the Bible.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Analyze an author’s use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level,</p>

students are using and responsible for the appeals of logos, ethos, and pathos.

ELA.10.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.10.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course: Major**

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.10.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course: Major**

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

ELA.10.V.1.3:

*Clarification 3:* See ELA.10.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course: Supporting**

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Standard Relation to Course: Supporting**

	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

Approximately one-third of the titles from the 10th Grade Sample Book List should be used in instruction.

### 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:** English/Language Arts > **SubSubject:** English > **Abbreviated Title:** ENG 2



**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** State Board Approved

**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)

**Equivalent Courses**

1001416-Pre-Advanced Placement English 2  
Equivalency start year: 2020

# English 2 for Credit Recovery (#1001345) 2015 - 2022 (current)

## Course Standards

### Additional Requirements:

The following Florida Standards are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>
LAFS.910.L.2.3:	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. <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>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, or its etymology.</li> <li>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).</li> </ol>
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.910.L.3.6:	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.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations

LAFS.910.W.1.1:	<p>of both in a manner that anticipates the audience's knowledge level and concerns.</p> <ol style="list-style-type: none"> <li>Use words, phrases, and clauses 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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.910.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	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.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	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.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</li> <li>Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</li> </ol>
LAFS.910.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p><b>Clarifications:</b> Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p><b>Clarifications:</b> Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
	Monitor current public issues in Florida.

SS.912.C.2.10:	<b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

### GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text- based evidence and reasoning
  - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

**Course Number:** 1001345

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**  
Grades 9 to 12 and Adult Education

Courses > **Subject:** English/Language

Arts > **SubSubject:** English >

**Abbreviated Title:** ENG 2 CR

**Course Length:** Credit Recovery (R)

**Course Level:** 2

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

English (Grades 6-12)
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# English 2 for Credit Recovery (#1001345) 2022 - And Beyond

## Course Standards

Name	Description
ELA.10.C.1.2:	Write narratives using an appropriate pace to create tension, mood, and/or tone. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.10.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.
ELA.10.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.10.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.
ELA.10.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.10.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.
ELA.10.C.4.1:	Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.10.C.5.1:	Create digital presentations to improve understanding of findings, reasoning, and evidence. <b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.10.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.
ELA.10.R.1.1:	Analyze how key elements enhance or add layers of meaning and/or style in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude

	<p>Layer 4) author's purpose (interpretation of author's purpose as it is often inferred).</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p>
ELA.10.R.1.4:	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p>
ELA.10.R.2.3:	<p>Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.10.R.3.3:	<p>Analyze how mythical, classical, or religious texts have been adapted.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.</p>
ELA.10.R.3.4:	<p>Analyze an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.10.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject</p>



	areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.10.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time. <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.
ELA.10.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.10.R.3.1 and Secondary Figurative Language.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. <b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary

purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**Special Notes:** Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

## VERSION REQUIREMENTS

Approximately one-third of the titles from the 10th Grade Sample Book List should be used in instruction.

## GENERAL INFORMATION

<b>Course Number:</b> 1001345	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> ENG 2 CR
<b>Course Type:</b> Credit Recovery	<b>Course Length:</b> Credit Recovery (R)
<b>Course Status:</b> State Board Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 10	

### Educator Certifications

English (Grades 6-12)
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# English Honors 2 (#1001350) 2015 - 2022 (current)

## Course Standards

### Additional Requirements:

The following Florida Standards are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.910.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
LAFS.910.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>
LAFS.910.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>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, or its etymology.</li> <li>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).</li> </ol>
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.910.L.3.6:	<p>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.</p>
LAFS.910.RI.1.1:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.910.RI.1.2:	<p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
LAFS.910.RI.1.3:	<p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
LAFS.910.RI.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
LAFS.910.RI.2.5:	<p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>

LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations

LAFS.910.W.1.1:	<p>of both in a manner that anticipates the audience's knowledge level and concerns.</p> <ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses 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.</li> <li>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.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
LAFS.910.W.1.2:	<p>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.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>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.</li> <li>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).</li> </ul>
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	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.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	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.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</li> <li>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</li> </ul>
LAFS.910.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p><b>Clarifications:</b> Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p><b>Clarifications:</b> Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
	Monitor current public issues in Florida.

SS.912.C.2.10:	<b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to provide grade 10 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

### GENERAL INFORMATION

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education

**Course Number:** 1001350

Courses > **Subject:** English/Language

Arts > **SubSubject:** English >

**Abbreviated Title:** ENG HON 2

**Number of Credits:** Nine credits (9)

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

#### Educator Certifications

English (Grades 6-12)

#### Equivalent Courses

1001416-Pre-Advanced Placement English 2  
Equivalency start year: 2020

# English Honors 2 (#1001350) 2022 - And Beyond

## Course Standards

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.            Standard Relation to Course: Major</p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.            Standard Relation to Course: Major</p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.            Standard Relation to Course: Major</p>
ELA.10.C.5.1:	<p>Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.            Standard Relation to Course: Major</p>
ELA.10.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.            Standard Relation to Course: Major</p>
	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.</p>



ELA.10.R.1.1:	<p><i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:  Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred).</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.4:	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.3:	<p>Analyze how mythical, classical, or religious texts have been adapted.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome’s Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization’s early history. Religious texts for this benchmark include works such as the Bible.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Analyze an author’s use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level,</p>

students are using and responsible for the appeals of logos, ethos, and pathos.

ELA.10.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.10.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course: Major**

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.10.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course: Major**

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

ELA.10.V.1.3:

*Clarification 3:* See ELA.10.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course: Supporting**

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Standard Relation to Course: Supporting**

	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>
	Classify styles, forms, types, and genres within art forms. <b>Clarifications:</b>
SS.912.H.2.2:	Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students in an honors setting should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### VERSION REQUIREMENTS

Approximately one-third of the titles from the 10th Grade Sample Book List should be used in instruction.

**GENERAL INFORMATION**

**Course Number:** 1001350

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** ENG HON 2

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

**Educator Certifications**

English (Grades 6-12)

**Equivalent Courses**

1001416-Pre-Advanced Placement English 2  
Equivalency start year: 2020

# English 3 (#1001370) 2015 - 2022 (current)

## Course Standards

### Additional Requirements:

The following Florida Standards for Mathematical Practice are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.1112.L.1.1:	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., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i> ) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
LAFS.1112.L.2.3:	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. a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , 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).
LAFS.1112.L.3.5:	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.
LAFS.1112.L.3.6:	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.
LAFS.1112.RI.1.1:	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.
LAFS.1112.RI.1.2:	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.
LAFS.1112.RI.1.3:	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.
LAFS.1112.RI.2.4:	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 <i>Federalist No. 10</i> ).
LAFS.1112.RI.2.5:	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.
LAFS.1112.RI.2.6:	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.

LAFS.1112.RI.3.7:	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.
LAFS.1112.RI.3.8:	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).
LAFS.1112.RI.3.9:	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.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.RL.1.1:	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.
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  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.
LAFS.1112.SL.1.1:	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.
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
	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,

LAFS.1112.W.1.1:	<p>and evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.1112.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 11–12 Reading standards to literature (e.g., “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”).</li> <li>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ol>
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. <b>Clarifications:</b> Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. <b>Clarifications:</b> Validate other's opinions, use direct statement, use active statement, and offer alternatives.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to provide grade 11 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

### GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

### GENERAL INFORMATION

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**



**Course Number:** 1001370

Grades 9 to 12 and Adult Education  
Courses > **Subject:** English/Language  
Arts > **SubSubject:** English >

**Abbreviated Title:** ENG 3

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

#### **Educator Certifications**

English (Grades 6-12)
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# English 3 (#1001370) 2022 - And Beyond

## Course Standards

Name	Description
ELA.11.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.  <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.            Standard Relation to Course: Major</p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.11.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p> <p>Standard Relation to Course: Major</p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.            Standard Relation to Course: Major</p>
ELA.11.C.5.1:	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.            Standard Relation to Course: Major</p>
ELA.11.C.5.2:	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.</p> <p>Standard Relation to Course: Major</p>
	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:</p>

ELA.11.R.1.1:	<p>Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.2:	<p>Track and analyze universal themes in literary texts from different times and places.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.3:	<p>Analyze the author’s choices in using juxtaposition to define character perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means “a particular attitude toward or way of regarding something.”</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.4:	<p>Analyze ways in which poetry reflects themes and issues of its time period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><i>Clarification 2:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.1:	<p>Evaluate the structure(s) and features in texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.2:	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.4:	<p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors’ reasoning, and the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.1:	<p>Analyze the author’s use of figurative language and explain examples of allegory.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> </ul>

- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

*Clarification 2:* Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

*Clarification 3:* See Secondary Figurative Language.

**Standard Relation to Course:** Major

ELA.11.R.3.2:

Paraphrase content from grade-level texts.

**Clarifications:**

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

**Standard Relation to Course:** Major

ELA.11.R.3.3:

Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.

**Clarifications:**

*Clarification 1:* Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

*Clarification 2:* For more information on types of reasoning, see Types of Logical Reasoning.

**Standard Relation to Course:** Major

ELA.11.R.3.4:

Evaluate an author's use of rhetoric in text.

**Clarifications:**

*Clarification 1:* Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course:** Major

ELA.11.V.1.1:

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course:** Major

ELA.11.V.1.2:

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course:** Major

ELA.11.V.1.3:

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.11.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course:** Major

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:	<p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 11th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

## VERSION REQUIREMENTS

Approximately one-third of the titles from the 11th Grade Sample Book List should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1001370

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** ENG 3

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

## Educator Certifications

English (Grades 6-12)
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# English 3 for Credit Recovery (#1001375) 2015 - 2022 (current)

## Course Standards

### Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable in all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.1112.L.1.1:	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., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i> ) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
LAFS.1112.L.2.3:	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. a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , 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).
LAFS.1112.L.3.5:	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.
LAFS.1112.L.3.6:	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.
LAFS.1112.RI.1.1:	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.
LAFS.1112.RI.1.2:	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.
LAFS.1112.RI.1.3:	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.
LAFS.1112.RI.2.4:	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 <i>Federalist No. 10</i> ).
LAFS.1112.RI.2.5:	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.
LAFS.1112.RI.2.6:	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.

LAFS.1112.RI.3.7:	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.
LAFS.1112.RI.3.8:	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., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.RL.1.1:	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.
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  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.
LAFS.1112.SL.1.1:	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. <ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> <li>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,</li> </ul>



LAFS.1112.W.1.1:	<p>and evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.1112.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 11–12 Reading standards to literature (e.g., “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”).</li> <li>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ol>
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. <b>Clarifications:</b> Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. <b>Clarifications:</b> Validate other's opinions, use direct statement, use active statement, and offer alternatives.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to provide grade 11 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

### GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document

which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## GENERAL INFORMATION

**Course Number:** 1001375

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**  
Grades 9 to 12 and Adult Education  
Courses > **Subject:** English/Language  
Arts > **SubSubject:** English >

**Number of Credits:** One (1) credit

**Abbreviated Title:** ENG 3 CR

**Course Type:** Elective Course

**Course Length:** Credit Recovery (R)

**Course Status:** Course Approved

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

## Educator Certifications

English (Grades 6-12)
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# English 3 for Credit Recovery (#1001375) 2022 - And Beyond

## Course Standards

### Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable in all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
ELA.11.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.11.C.1.3:	Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques. <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate. <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.
ELA.11.C.1.4:	Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.11.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.
ELA.11.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.11.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.
ELA.11.C.4.1:	Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.11.C.5.1:	Create digital presentations to improve the experience of the audience. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.
ELA.11.C.5.2:	Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.
	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:

ELA.11.R.1.1:	<p>Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p>
ELA.11.R.1.2:	<p>Track and analyze universal themes in literary texts from different times and places.  <b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p>
ELA.11.R.1.3:	<p>Analyze the author’s choices in using juxtaposition to define character perspective.  <b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means “a particular attitude toward or way of regarding something.”</p>
ELA.11.R.1.4:	<p>Analyze ways in which poetry reflects themes and issues of its time period.  <b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><i>Clarification 2:</i> For more information, see Literary Periods.</p>
ELA.11.R.2.1:	<p>Evaluate the structure(s) and features in texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.11.R.2.2:	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.11.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p>
ELA.11.R.2.4:	<p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors’ reasoning, and the ways in which the authors use the same information to achieve different ends.  <b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p>
ELA.11.R.3.1:	<p>Analyze the author’s use of figurative language and explain examples of allegory.  <b>Clarifications:</b>  <i>Clarification 1:</i> Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 3:</i> See Secondary Figurative Language.</p>

ELA.11.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.11.R.3.3:	<p>Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p>
ELA.11.R.3.4:	<p>Evaluate an author's use of rhetoric in text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.11.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.11.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.11.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
<p>Read and comprehend grade-level complex texts proficiently.</p>	

ELA.K12.EE.2.1:	<b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 11th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Approximately one-third of the titles from the 11th Grade Sample Book List should be used in instruction.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or

produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## GENERAL INFORMATION

**Course Number:** 1001375

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Number of Credits:** One (1) credit

**Abbreviated Title:** ENG 3 CR

**Course Type:** Elective Course

**Course Length:** Credit Recovery (R)

**Course Status:** State Board Approved

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

## Educator Certifications

English (Grades 6-12)
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# English Honors 3 (#1001380) 2015 - 2022 (current)

## Course Standards

### Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable in all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.            b. Spell correctly.</p>
LAFS.1112.L.2.3:	<p>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.</p> <p>a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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).</p>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RI.1.1:	<p>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.</p>
LAFS.1112.RI.1.2:	<p>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.</p>
LAFS.1112.RI.1.3:	<p>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.</p>
LAFS.1112.RI.2.4:	<p>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 <i>Federalist No. 10</i>).</p>
LAFS.1112.RI.2.5:	<p>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.</p>
LAFS.1112.RI.2.6:	<p>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.</p>

LAFS.1112.RI.3.7:	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.
LAFS.1112.RI.3.8:	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., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.RL.1.1:	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.
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  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.
LAFS.1112.SL.1.1:	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. <ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> <li>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,</li> </ul>

LAFS.1112.W.1.1:	<p>and evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.1112.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 11–12 Reading standards to literature (e.g., “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”).</li> <li>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ol>
LAFS.1112.W.4.10:	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.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.

Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

SS.912.C.2.9:	<b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. <b>Clarifications:</b> Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. <b>Clarifications:</b> Validate other's opinions, use direct statement, use active statement, and offer alternatives.

## General Course Information and Notes

### VERSION DESCRIPTION

**Course Description:** The purpose of this course is to provide grade 11 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

**GENERAL INFORMATION**

**Course Number:** 1001380

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** ENG HON 3

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

**Educator Certifications**

English (Grades 6-12)

# English Honors 3 (#1001380) 2022 - And Beyond

## Course Standards

Name	Description
ELA.11.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.  <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.            Standard Relation to Course: Major</p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.11.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p> <p>Standard Relation to Course: Major</p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.   <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.             Standard Relation to Course: Major</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.            Standard Relation to Course: Major</p>
ELA.11.C.5.1:	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.            Standard Relation to Course: Major</p>
ELA.11.C.5.2:	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.            Standard Relation to Course: Major</p>
	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:</p>

ELA.11.R.1.1:	<p>Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.2:	<p>Track and analyze universal themes in literary texts from different times and places.  <b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.3:	<p>Analyze the author’s choices in using juxtaposition to define character perspective.  <b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means “a particular attitude toward or way of regarding something.”</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.4:	<p>Analyze ways in which poetry reflects themes and issues of its time period.  <b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><i>Clarification 2:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.1:	<p>Evaluate the structure(s) and features in texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.2:	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.4:	<p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors’ reasoning, and the ways in which the authors use the same information to achieve different ends.  <b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.1:	<p>Analyze the author’s use of figurative language and explain examples of allegory.  <b>Clarifications:</b>  <i>Clarification 1:</i> Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> </ul>

- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

*Clarification 2:* Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

*Clarification 3:* See Secondary Figurative Language.

**Standard Relation to Course:** Major

ELA.11.R.3.2:

Paraphrase content from grade-level texts.

**Clarifications:**

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

**Standard Relation to Course:** Major

ELA.11.R.3.3:

Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.

**Clarifications:**

*Clarification 1:* Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

*Clarification 2:* For more information on types of reasoning, see Types of Logical Reasoning.

**Standard Relation to Course:** Major

ELA.11.R.3.4:

Evaluate an author's use of rhetoric in text.

**Clarifications:**

*Clarification 1:* Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course:** Major

ELA.11.V.1.1:

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course:** Major

ELA.11.V.1.2:

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course:** Major

ELA.11.V.1.3:

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.11.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course:** Major

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.



ELA.K12.EE.1.1:	<p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>
SS.912.H.2.2:	<p>Classify styles, forms, types, and genres within art forms.</p> <p><b>Clarifications:</b> Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

**VERSION REQUIREMENTS**

Approximately one-third of the titles from the 11th Grade Sample Book List should be used in instruction.

**GENERAL INFORMATION**

<b>Course Number:</b> 1001380	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> ENG HON 3
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"><li>• Honors</li><li>• Class Size Core Required</li></ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 3
<b>Course Status:</b> State Board Approved	
<b>Graduation Requirement:</b> English	

**Educator Certifications**

English (Grades 6-12)
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# English 4 (#1001400) 2015 - 2022 (current)

## Course Standards

### Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable in all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.1112.L.1.1:	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., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i> ) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
LAFS.1112.L.2.3:	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. a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , 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).
LAFS.1112.L.3.5:	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.
LAFS.1112.L.3.6:	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.
LAFS.1112.RI.1.1:	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.
LAFS.1112.RI.1.2:	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.
LAFS.1112.RI.1.3:	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.
LAFS.1112.RI.2.4:	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 <i>Federalist No. 10</i> ).
LAFS.1112.RI.2.5:	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.
LAFS.1112.RI.2.6:	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.

LAFS.1112.RI.3.7:	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.
LAFS.1112.RI.3.8:	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., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.RL.1.1:	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.
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  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.
LAFS.1112.SL.1.1:	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.
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
	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,

LAFS.1112.W.1.1:	<p>and evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.1112.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 11–12 Reading standards to literature (e.g., “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”).</li> <li>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ol>
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. <b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. <b>Clarifications:</b> Verbal and written communication, active listening, and how to seek help for a friend.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to provide grade 12 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

### GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

### GENERAL INFORMATION

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**

**Course Number:** 1001400

Grades 9 to 12 and Adult Education  
Courses > **Subject:** English/Language  
Arts > **SubSubject:** English >

**Abbreviated Title:** ENG 4

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)

# English 4 (#1001400) 2022 - And Beyond

## Course Standards

Name	Description
ELA.12.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.12.C.1.3:	<p>Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis.            Standard Relation to Course: Major</p>
ELA.12.C.1.4:	<p>Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.12.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.            Standard Relation to Course: Major</p>
ELA.12.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.12.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.12.C.4.1:	<p>Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.            Standard Relation to Course: Major</p>
ELA.12.C.5.1:	<p>Design and evaluate digital presentations for effectiveness.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.            Standard Relation to Course: Major</p>
ELA.12.C.5.2:	<p>Create, publish, and share multimedia texts through a variety of digital formats.            Standard Relation to Course: Major</p>
	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at</p>



ELA.12.R.1.1:	<p>layers of meaning is that of I.A. Richards:            Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author's attitude            Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><i>Clarification 4:</i> Functional significance refers to the role each element plays in creating meaning or effect for the reader.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.1.2:	<p>Analyze two or more themes and evaluate their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.1.3:	<p>Evaluate the development of character perspective, including conflicting perspectives.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.1.4:	<p>Evaluate works of major poets in their historical context.</p> <p><b>Clarifications:</b></p> <p><i>Sample poets for this benchmark include:</i></p> <ul style="list-style-type: none"> <li>• Emily Dickinson</li> <li>• Langston Hughes</li> <li>• Robert Frost</li> <li>• Phillis Wheatley</li> <li>• Edna St. Vincent Millay</li> <li>• Countee Cullen</li> <li>• Robert Burns</li> <li>• Percy Bysshe Shelley</li> </ul> <p><i>Clarification 1:</i> A poet's historical context is the period in which the writing occurred, not when it was discovered or became resurgent.</p> <p><i>Clarification 2:</i> Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.</p> <p><i>Clarification 3:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.2.1:	<p>Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.2.2:	<p>Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.2.3:	<p>Evaluate an author's choices in establishing and achieving purpose(s).</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.2.4:	<p>Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><i>Clarification 3:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.3.1:	<p>Evaluate an author's use of figurative language.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>

**Standard Relation to Course: Major**

ELA.12.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.3.3:	<p>Analyze the influence of classic literature on contemporary world texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Classic literature for this benchmark should be drawn from and representative of the following periods:</p> <ul style="list-style-type: none"><li>• Classical Period (1200 BCE–455 CE)</li><li>• Medieval Period (455 CE–1485 CE)</li><li>• Renaissance Period (1300–1600)</li><li>• Restoration and 18th Century (1660–1790) British Literature</li><li>• Colonial and Early National Period (1600–1830) American Literature</li><li>• Romantic Period (1790–1870)</li><li>• Realism and Naturalism Period (1870–1930)</li><li>• Modernist Period (1910–1945)</li></ul> <p><i>Clarification 2:</i> Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.3.4:	<p>Evaluate rhetorical choices across multiple texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.V.1.2:	<p>Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><i>Clarification 3:</i> See Foreign Words and Phrases for a list of commonly used foreign phrases.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.12.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that</p>

they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

**VERSION REQUIREMENTS**

Approximately one-third of the titles from the 12th Grade Sample Book List should be used in instruction.

**GENERAL INFORMATION**

**Course Number:** 1001400

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** ENG 4

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Educator Certifications**

English (Grades 6-12)

# English 4 for Credit Recovery (#1001402) 2015 - 2022 (current)

## Course Standards

### Additional Requirements:

The following Florida State Standards for Mathematical Practices are applicable in all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.1112.L.1.1:	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., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i> ) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
LAFS.1112.L.2.3:	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. a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , 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).
LAFS.1112.L.3.5:	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.
LAFS.1112.L.3.6:	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.
LAFS.1112.RI.1.1:	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.
LAFS.1112.RI.1.2:	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.
LAFS.1112.RI.1.3:	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.
LAFS.1112.RI.2.4:	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 <i>Federalist No. 10</i> ).
LAFS.1112.RI.2.5:	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.
LAFS.1112.RI.2.6:	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.

LAFS.1112.RI.3.7:	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.
LAFS.1112.RI.3.8:	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., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.RL.1.1:	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.
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  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.
LAFS.1112.SL.1.1:	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. <ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> <li>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,</li> </ul>

LAFS.1112.W.1.1:	<p>and evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.1112.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 11–12 Reading standards to literature (e.g., “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”).</li> <li>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ol>
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. <b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. <b>Clarifications:</b> Verbal and written communication, active listening, and how to seek help for a friend.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to provide grade 12 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

### GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:



**GENERAL INFORMATION**

**Course Number:** 1001402

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** ENG 4 CR

**Course Length:** Credit Recovery (R)

**Course Level:** 2

**Educator Certifications**

English (Grades 6-12)
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# English 4 for Credit Recovery (#1001402) 2022 - And Beyond

## Course Standards

### Additional Requirements:

The following Florida State Standards for Mathematical Practices are applicable in all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
ELA.12.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.12.C.1.3:	Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques. <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis.
ELA.12.C.1.4:	Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.12.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.
ELA.12.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.12.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> See Convention Progression by Grade Level for more information.
ELA.12.C.4.1:	Conduct research on a topical issue to answer a question and synthesize information from a variety of sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.12.C.5.1:	Design and evaluate digital presentations for effectiveness. <b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.12.C.5.2:	Create, publish, and share multimedia texts through a variety of digital formats.
ELA.12.R.1.1:	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)

	<p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><i>Clarification 4:</i> Functional significance refers to the role each element plays in creating meaning or effect for the reader.</p>
ELA.12.R.1.2:	<p>Analyze two or more themes and evaluate their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message.</p>
ELA.12.R.1.3:	<p>Evaluate the development of character perspective, including conflicting perspectives.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p>
ELA.12.R.1.4:	<p>Evaluate works of major poets in their historical context.</p> <p><b>Clarifications:</b></p> <p><i>Sample poets for this benchmark include:</i></p> <ul style="list-style-type: none"> <li>• Emily Dickinson</li> <li>• Langston Hughes</li> <li>• Robert Frost</li> <li>• Phillis Wheatley</li> <li>• Edna St. Vincent Millay</li> <li>• Countee Cullen</li> <li>• Robert Burns</li> <li>• Percy Bysshe Shelley</li> </ul> <p><i>Clarification 1:</i> A poet’s historical context is the period in which the writing occurred, not when it was discovered or became resurgent.</p> <p><i>Clarification 2:</i> Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.</p> <p><i>Clarification 3:</i> For more information, see Literary Periods.</p>
ELA.12.R.2.1:	<p>Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.12.R.2.2:	Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.
ELA.12.R.2.3:	Evaluate an author’s choices in establishing and achieving purpose(s).
ELA.12.R.2.4:	<p>Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors’ reasoning, use of the same information, and/or the authors’ rhetoric.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><i>Clarification 3:</i> Validity refers to the soundness of the arguments.</p>
ELA.12.R.3.1:	<p>Evaluate an author’s use of figurative language.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.12.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
	<p>Analyze the influence of classic literature on contemporary world texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Classic literature for this benchmark should be drawn from and representative of the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> </ul>

ELA.12.R.3.3:	<ul style="list-style-type: none"> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.</p>
ELA.12.R.3.4:	<p>Evaluate rhetorical choices across multiple texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.12.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.12.V.1.2:	<p>Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><i>Clarification 3:</i> See Foreign Words and Phrases for a list of commonly used foreign phrases.</p>
ELA.12.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.12.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>

	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.
ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Approximately one-third of the titles from the 12th Grade Sample Book List should be used in instruction.

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

**Course Number:** 1001402

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English > **Abbreviated Title:** ENG 4 CR  
**Course Length:** Credit Recovery (R)  
**Course Level:** 2

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

English (Grades 6-12)
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# English 4: Florida College Prep (#1001405) 2019 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	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. <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	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.
LAFS.1112.RI.1.1:	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.
LAFS.1112.RI.1.2:	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.
LAFS.1112.RI.1.3:	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.
LAFS.1112.RI.2.4:	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 <i>Federalist No. 10</i> ).
LAFS.1112.RI.2.5:	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.
LAFS.1112.RI.2.6:	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.
LAFS.1112.RI.3.7:	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.
LAFS.1112.RI.3.8:	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., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second

Inaugural Address) for their themes, purposes, and rhetorical features.

LAFS.1112.RI.4.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.

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.

LAFS.1112.SL.1.1: 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.

LAFS.1112.SL.1.2: 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.

LAFS.1112.SL.1.3: 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.

LAFS.1112.SL.2.4: 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.

LAFS.1112.SL.2.5: 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.

LAFS.1112.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LAFS.1112.W.1.1: 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.

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.

LAFS.1112.W.1.2: 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).

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



LAFS.1112.W.1.3:	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.
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grades 11–12 Reading standards to literature (e.g., “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”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. <b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. <b>Clarifications:</b> Verbal and written communication, active listening, and how to seek help for a friend.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.

## General Course Information and Notes

### VERSION DESCRIPTION

This course incorporates reading and writing study through writing a variety of informative texts using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses.

### GENERAL NOTES

The content should include, but not be limited to, the following:  
demonstrating successful reading of argument, including recognizing bias and supporting details; demonstrating successful reading of fact and opinion, including recognizing inferences and main ideas; demonstrating knowledge of a variety of organizational patterns and their relationships in the comprehension of text, including recognizing purpose and tone of informational reading; demonstrating successful understanding of vocabulary in context and through writing effective sentence structures; effectively implementing patterns of paragraph development; recognizing and solving common sentence development problems; reading and modeling mentor essays; and understanding and using language, grammar, and mechanics effectively.

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also

strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**GENERAL INFORMATION**

**Course Number:** 1001405  
**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >  
**Abbreviated Title:** ENG 4: FL COLL PREP  
**Number of Credits:** One (1) credit  
**Course Length:** Year (Y)  
**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course  
**Course Status:** Course Approved  
**Grade Level(s):** 9,10,11,12  
**Course Level:** 2  
**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)
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# English 4: Florida College Prep (#1001405) 2022 - 2023

## Course Standards

Name	Description
ELA.12.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques. Standard Relation to Course: Major
ELA.12.C.1.3:	Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis. Standard Relation to Course: Major
ELA.12.C.1.4:	Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types. Standard Relation to Course: Major
ELA.12.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style. Standard Relation to Course: Major
ELA.12.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric. Standard Relation to Course: Major
ELA.12.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> See Convention Progression by Grade Level for more information. Standard Relation to Course: Major
ELA.12.C.4.1:	Conduct research on a topical issue to answer a question and synthesize information from a variety of sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. Standard Relation to Course: Major
ELA.12.C.5.1:	Design and evaluate digital presentations for effectiveness. <b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience. Standard Relation to Course: Major
ELA.12.C.5.2:	Create, publish, and share multimedia texts through a variety of digital formats. Standard Relation to Course: Major
ELA.12.R.1.1:	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)

*Clarification 3:* Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

*Clarification 4:* Functional significance refers to the role each element plays in creating meaning or effect for the reader.

**Standard Relation to Course: Major**

ELA.12.R.1.2: Analyze two or more themes and evaluate their development throughout a literary text.

**Clarifications:**

*Clarification 1:* For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.

**Standard Relation to Course: Major**

ELA.12.R.1.3: Evaluate the development of character perspective, including conflicting perspectives.

**Clarifications:**

*Clarification 1:* The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

**Standard Relation to Course: Major**

ELA.12.R.1.4: Evaluate works of major poets in their historical context.

**Clarifications:**

*Sample poets for this benchmark include:*

- Emily Dickinson
- Langston Hughes
- Robert Frost
- Phillis Wheatley
- Edna St. Vincent Millay
- Countee Cullen
- Robert Burns
- Percy Bysshe Shelley

*Clarification 1:* A poet's historical context is the period in which the writing occurred, not when it was discovered or became resurgent.

*Clarification 2:* Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.

*Clarification 3:* For more information, see Literary Periods.

**Standard Relation to Course: Major**

ELA.12.R.2.1: Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.

**Clarifications:**

*Clarification 1:* Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

*Clarification 2:* Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

**Standard Relation to Course: Major**

ELA.12.R.2.2: Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.

**Standard Relation to Course: Major**

ELA.12.R.2.3: Evaluate an author's choices in establishing and achieving purpose(s).

**Standard Relation to Course: Major**

Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.

**Clarifications:**

*Clarification 1:* For more information on types of reasoning, see Types of Logical Reasoning.

ELA.12.R.2.4: *Clarification 2:* See Rhetorical Appeals and Rhetorical Devices.

*Clarification 3:* Validity refers to the soundness of the arguments.

**Standard Relation to Course: Major**

Evaluate an author's use of figurative language.

**Clarifications:**

*Clarification 1:* Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

*Clarification 2:* See Secondary Figurative Language.

**Standard Relation to Course: Major**

ELA.12.R.3.2: Paraphrase content from grade-level texts.

**Clarifications:**

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

**Standard Relation to Course: Major**

ELA.12.R.3.3:	<p>Analyze the influence of classic literature on contemporary world texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Classic literature for this benchmark should be drawn from and representative of the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.3.4:	<p>Evaluate rhetorical choices across multiple texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.V.1.2:	<p>Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><i>Clarification 3:</i> See Foreign Words and Phrases for a list of commonly used foreign phrases.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.12.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p>

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

This course incorporates reading and writing study through writing a variety of informative texts using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### VERSION REQUIREMENTS

Approximately one-third of the titles from the 12th Grade Sample ELA and Civics Book Lists should be used in instruction.

### GENERAL INFORMATION

<b>Course Number:</b> 1001405	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> ENG 4: FL COLL PREP
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 2
<b>Course Status:</b> Draft - Course Pending Approval	
<b>Graduation Requirement:</b> English	

### Educator Certifications

English (Grades 6-12)
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# English 4: Florida College Prep (#1001405) 2023 - And Beyond

## Course Standards

Name	Description
ELA.12.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p>
ELA.12.C.1.3:	<p>Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis.</p>
ELA.12.C.1.4:	<p>Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p>
ELA.12.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.</p>
ELA.12.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.12.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Convention Progression by Grade Level for more information.</p>
ELA.12.C.4.1:	<p>Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.12.C.5.1:	<p>Design and evaluate digital presentations for effectiveness.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p>
ELA.12.C.5.2:	<p>Create, publish, and share multimedia texts through a variety of digital formats.</p>
ELA.12.R.1.1:	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:            Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author’s attitude            Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.  <i>Clarification 4:</i> Functional significance refers to the role each element plays in creating meaning or effect for the reader.</p>



ELA.12.R.1.2:	<p>Analyze two or more themes and evaluate their development throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message.</p>
ELA.12.R.1.3:	<p>Evaluate the development of character perspective, including conflicting perspectives.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p>
ELA.12.R.1.4:	<p>Evaluate works of major poets in their historical context.</p> <p><b>Clarifications:</b>  <i>Sample poets for this benchmark include:</i></p> <ul style="list-style-type: none"> <li>• Emily Dickinson</li> <li>• Langston Hughes</li> <li>• Robert Frost</li> <li>• Phillis Wheatley</li> <li>• Edna St. Vincent Millay</li> <li>• Countee Cullen</li> <li>• Robert Burns</li> <li>• Percy Bysshe Shelley</li> </ul> <p><i>Clarification 1:</i> A poet’s historical context is the period in which the writing occurred, not when it was discovered or became resurgent.</p> <p><i>Clarification 2:</i> Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.</p> <p><i>Clarification 3:</i> For more information, see Literary Periods.</p>
ELA.12.R.2.1:	<p>Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.12.R.2.2:	<p>Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.</p>
ELA.12.R.2.3:	<p>Evaluate an author’s choices in establishing and achieving purpose(s).</p>
ELA.12.R.2.4:	<p>Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors’ reasoning, use of the same information, and/or the authors’ rhetoric.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><i>Clarification 3:</i> Validity refers to the soundness of the arguments.</p>
ELA.12.R.3.1:	<p>Evaluate an author’s use of figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.12.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.12.R.3.3:	<p>Analyze the influence of classic literature on contemporary world texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Classic literature for this benchmark should be drawn from and representative of the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Contemporary world texts are those written after World War II that, through quality of form and expression,</p>

	convey ideas of permanent or universal interest. Evaluate rhetorical choices across multiple texts. <b>Clarifications:</b> <i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.
ELA.12.R.3.4:	<i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.  <i>Clarification 3:</i> See Secondary Figurative Language.  <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.
ELA.12.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.12.V.1.2:	Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.  <i>Clarification 3:</i> See Foreign Words and Phrases for a list of commonly used foreign phrases.
ELA.12.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.12.R.3.1 and Secondary Figurative Language.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. <b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	Analyze the impact of civic engagement as a means of preserving or reforming institutions.
SS.912.CG.2.7:	<ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul>
	Explain how citizens are affected by the local, state and national governments.
SS.912.CG.3.15:	<ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of the 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

This course incorporates reading and writing study through writing a variety of informative texts using grade-level writing craft and through in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards are not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

**GENERAL INFORMATION**

**Course Number:** 1001405

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** ENG 4: FL COLL PREP

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)

# English Honors 4 (#1001410) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RI.1.1:	<p>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.</p>
LAFS.1112.RI.1.2:	<p>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.</p>
LAFS.1112.RI.1.3:	<p>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.</p>
LAFS.1112.RI.2.4:	<p>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 <i>Federalist No. 10</i>).</p>
LAFS.1112.RI.2.5:	<p>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.</p>
LAFS.1112.RI.2.6:	<p>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.</p>
LAFS.1112.RI.3.7:	<p>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.</p>
LAFS.1112.RI.3.8:	<p>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., <i>The Federalist</i>, presidential addresses).</p>
LAFS.1112.RI.3.9:	<p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i>, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second</p>

	Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.RL.1.1:	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.
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.SL.1.1:	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. <ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>

	<p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
LAFS.1112.W.1.2:	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “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”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p><b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p><b>Clarifications:</b> Verbal and written communication, active listening, and how to seek help for a friend.</p>
	Analyze the impact of citizen participation as a means of achieving political and social change.

SS.912.C.2.8:	<b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to provide grade 12 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

### GENERAL INFORMATION

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**



**Course Number:** 1001410

Grades 9 to 12 and Adult Education  
Courses > **Subject:** English/Language  
Arts > **SubSubject:** English >

**Abbreviated Title:** ENG HON 4

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

#### **Educator Certifications**

English (Grades 6-12)
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# English Honors 4 (#1001410) 2022 - And Beyond

## Course Standards

Name	Description
ELA.12.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques. Standard Relation to Course: Major
ELA.12.C.1.3:	Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis. Standard Relation to Course: Major
ELA.12.C.1.4:	Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types. Standard Relation to Course: Major
ELA.12.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style. Standard Relation to Course: Major
ELA.12.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric. Standard Relation to Course: Major
ELA.12.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> See Convention Progression by Grade Level for more information. Standard Relation to Course: Major
ELA.12.C.4.1:	Conduct research on a topical issue to answer a question and synthesize information from a variety of sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. Standard Relation to Course: Major
ELA.12.C.5.1:	Design and evaluate digital presentations for effectiveness. <b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience. Standard Relation to Course: Major
ELA.12.C.5.2:	Create, publish, and share multimedia texts through a variety of digital formats. Standard Relation to Course: Major
ELA.12.R.1.1:	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)

*Clarification 3:* Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

*Clarification 4:* Functional significance refers to the role each element plays in creating meaning or effect for the reader.

**Standard Relation to Course: Major**

ELA.12.R.1.2: Analyze two or more themes and evaluate their development throughout a literary text.

**Clarifications:**

*Clarification 1:* For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.

**Standard Relation to Course: Major**

ELA.12.R.1.3: Evaluate the development of character perspective, including conflicting perspectives.

**Clarifications:**

*Clarification 1:* The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

**Standard Relation to Course: Major**

ELA.12.R.1.4: Evaluate works of major poets in their historical context.

**Clarifications:**

*Sample poets for this benchmark include:*

- Emily Dickinson
- Langston Hughes
- Robert Frost
- Phillis Wheatley
- Edna St. Vincent Millay
- Countee Cullen
- Robert Burns
- Percy Bysshe Shelley

*Clarification 1:* A poet's historical context is the period in which the writing occurred, not when it was discovered or became resurgent.

*Clarification 2:* Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.

*Clarification 3:* For more information, see Literary Periods.

**Standard Relation to Course: Major**

ELA.12.R.2.1: Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.

**Clarifications:**

*Clarification 1:* Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

*Clarification 2:* Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

**Standard Relation to Course: Major**

ELA.12.R.2.2: Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.

**Standard Relation to Course: Major**

ELA.12.R.2.3: Evaluate an author's choices in establishing and achieving purpose(s).

**Standard Relation to Course: Major**

Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.

**Clarifications:**

*Clarification 1:* For more information on types of reasoning, see Types of Logical Reasoning.

ELA.12.R.2.4: *Clarification 2:* See Rhetorical Appeals and Rhetorical Devices.

*Clarification 3:* Validity refers to the soundness of the arguments.

**Standard Relation to Course: Major**

Evaluate an author's use of figurative language.

**Clarifications:**

*Clarification 1:* Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

*Clarification 2:* See Secondary Figurative Language.

**Standard Relation to Course: Major**

ELA.12.R.3.2: Paraphrase content from grade-level texts.

**Clarifications:**

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

**Standard Relation to Course: Major**

ELA.12.R.3.3:	<p>Analyze the influence of classic literature on contemporary world texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Classic literature for this benchmark should be drawn from and representative of the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.3.4:	<p>Evaluate rhetorical choices across multiple texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.V.1.2:	<p>Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><i>Clarification 3:</i> See Foreign Words and Phrases for a list of commonly used foreign phrases.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.12.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p>

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>
SS.912.H.2.2:	Classify styles, forms, types, and genres within art forms. <b>Clarifications:</b> Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a

deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### VERSION REQUIREMENTS

Approximately one-third of the titles from the 12th Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1001410

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** ENG HON 4

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

### Educator Certifications

English (Grades 6-12)
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# Pre-Advanced Placement English 1 (#1001415) 2018 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The course description for this Pre-Advanced Placement (Pre-AP) course is located on the College Board site at <https://pre-ap.collegeboard.org/courses>.

### GENERAL INFORMATION

**Course Number:** 1001415

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** PRE-AP ENGLISH 1

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9

**Course Level:** 3

**Graduation Requirement:** English

### Educator Certifications

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

### Equivalent Courses

1001320-English Honors 1 Equivalency start year: 2018
1001310-English 1 Equivalency start year: 2018

# Pre-Advanced Placement English 2 (#1001416) 2020 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The course description for this Pre-Advanced Placement (Pre-AP) course is located on the College Board site at <https://pre-ap.collegeboard.org/courses>.

### GENERAL INFORMATION

**Course Number:** 1001416

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 10

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** PRE-AP ENGLISH 2

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced Placement (AP)

**Course Level:** 3

### Educator Certifications

English (Grades 6-12)

### Equivalent Courses

1001350-English Honors 2  
Equivalency start year: 2020

1001340-English 2  
Equivalency start year: 2020



# Advanced Placement English Language and Composition (#1001420) 2014 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The course description for this Advanced Placement courses is located on the College Board site at [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/index.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html).

### GENERAL INFORMATION

<b>Course Number:</b> 1001420	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> AP ENG COMPO
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• Advanced Placement (AP)</li></ul>
<b>Graduation Requirement:</b> English	<b>Course Level:</b> 3

### Educator Certifications

English (Grades 6-12)
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# Advanced Placement English Language and Composition Innovation (#1001425) 2015 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The course description for this Advanced Placement course is located on the College Board website at [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/indox.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/indox.html).

This course is a CAPE Innovation course under Sections 1003.4203 and 1008.44, Florida Statutes. In addition to the Advanced Placement content and examinations, this course includes career performance expectations, specifically, the attainment of the Microsoft Office Specialist for Word (2013 version or higher) certification.

### GENERAL INFORMATION

<b>Course Number:</b> 1001425	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English > <b>Abbreviated Title:</b> AP ENG COMPO INNOV
<b>Number of Credits:</b> One (1) credit	<b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Advanced Placement (AP)</li></ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 3
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> English	

### Educator Certifications

English (Grades 6-12)
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# Advanced Placement English Literature and Composition (#1001430) 2014 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The course description for this Advanced Placement courses is located on the College Board site at [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/index.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html).

### GENERAL NOTES

**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

### VERSION REQUIREMENTS

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.

### GENERAL INFORMATION

**Course Number:** 1001430

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** English/Language

Arts > **SubSubject:** English >

**Abbreviated Title:** AP ENG LIT COMPO

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced Placement (AP)

**Course Level:** 3

### Educator Certifications

English (Grades 6-12)
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# Applied Communications 1 (#1001460) 2015 - 2022 (current)

## Course Standards

### Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable in all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.1112.L.1.1:	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., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i> ) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
LAFS.1112.L.2.3:	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. a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , 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).
LAFS.1112.L.3.5:	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.
LAFS.1112.L.3.6:	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.
LAFS.1112.RI.1.1:	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.
LAFS.1112.RI.1.2:	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.
LAFS.1112.RI.1.3:	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.
LAFS.1112.RI.2.4:	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 <i>Federalist No. 10</i> ).
LAFS.1112.RI.2.5:	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.
LAFS.1112.RI.2.6:	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.

LAFS.1112.RI.3.7:	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.
LAFS.1112.RI.3.8:	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., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.RL.1.1:	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.
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  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.
LAFS.1112.SL.1.1:	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.
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
	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,

LAFS.1112.W.1.1:	<p>and evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.1112.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 11–12 Reading standards to literature (e.g., “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”).</li> <li>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ol>
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. <b>Clarifications:</b> Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. <b>Clarifications:</b> Validate other's opinions, use direct statement, use active statement, and offer alternatives.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to develop initial college and career readiness communication skills within the context of a career and technical work environment, including community collaboration and leadership.

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

- using problem solving skills and research skills primarily in career and technical profession contexts
- reading on-grade level informational and technical texts to obtain and analyze information and synthesize into evidence supporting the text
- writing informational and argument texts to communicate information and ideas with an emphasis on career, technical, and occupational tasks
- using listening and speaking skills to obtain and communicate information and ideas regarding career and technical workforce collaboration and success
- understanding interpersonal relationships in business, career, and technical environments through the study of appropriate on grade-level fiction, non-fiction, and related primary documents
- using highly complex digital and multimedia informational text, along with appropriate electronic tools to enable and enhance workplace transactions
- using listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaborating amongst peers

### GENERAL NOTES

#### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

**Course Number:** 1001460

**Number of Credits:** One (1) credit

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** APPL COMMS 1

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course    **Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 11,12

**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)

Business Education (Grades 6-12)



# Applied Communications 1 (#1001460) 2022 - 2023

## Course Standards

Name	Description
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.</p> <p><i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.5.1:	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.5.2:	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.1:	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.</p> <p><i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:</p> <p>Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author's attitude</p>

Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)

*Clarification 3:* Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

**Standard Relation to Course: Major**

Track and analyze universal themes in literary texts from different times and places.

**Clarifications:**

*Clarification 1:* A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

**Standard Relation to Course: Major**

ELA.11.R.1.2:

Analyze the author's choices in using juxtaposition to define character perspective.

**Clarifications:**

*Clarification 1:* Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.

*Clarification 2:* The term perspective means "a particular attitude toward or way of regarding something."

**Standard Relation to Course: Major**

ELA.11.R.1.3:

Evaluate the structure(s) and features in texts.

**Clarifications:**

*Clarification 1:* Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

*Clarification 2:* Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

**Standard Relation to Course: Major**

ELA.11.R.2.1:

Analyze the central idea(s) of speeches and essays from the Classical Period.

**Clarifications:**

*Clarification 1:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course: Major**

ELA.11.R.2.2:

Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.

**Standard Relation to Course: Major**

ELA.11.R.2.3:

Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.

**Clarifications:**

*Clarification 1:* Validity refers to the soundness of the arguments.

*Clarification 2:* For more information on types of reasoning, see Types of Logical Reasoning.

**Standard Relation to Course: Major**

ELA.11.R.2.4:

Analyze the author's use of figurative language and explain examples of allegory.

**Clarifications:**

*Clarification 1:* Examples of allegory should be taken from the following periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

*Clarification 2:* Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

*Clarification 3:* See Secondary Figurative Language.

**Standard Relation to Course: Major**

ELA.11.R.3.1:

Paraphrase content from grade-level texts.

**Clarifications:**

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

**Standard Relation to Course: Major**

ELA.11.R.3.2:

Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.

**Clarifications:**

*Clarification 1:* Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)

ELA.11.R.3.3:

- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

*Clarification 2:* For more information on types of reasoning, see Types of Logical Reasoning.  
**Standard Relation to Course:** Major

Evaluate an author’s use of rhetoric in text.

**Clarifications:**

*Clarification 1:* Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.

ELA.11.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course:** Major

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.11.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course:** Major

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.11.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course:** Major

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

ELA.11.V.1.3:

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.11.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course:** Major

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course:** Supporting

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

**Standard Relation to Course:** Supporting

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

	<p><b>Standard Relation to Course: Supporting</b></p> <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p>
ELA.K12.EE.4.1:	<p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>
SS.912.C.1.3:	<p>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</p> <p><b>Standard Relation to Course: Supporting</b></p>
SS.912.C.2.9:	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p><b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The purpose of this course is to develop initial college and career readiness communication skills within the context of a career and technical work environment, including community collaboration and leadership.

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

- using problem solving skills and research skills primarily in career and technical profession contexts
- reading on-grade level informational and technical texts to obtain and analyze information and synthesize into evidence supporting the text
- writing informational and argument texts to communicate information and ideas with an emphasis on career, technical, and occupational tasks
- using listening and speaking skills to obtain and communicate information and ideas regarding career and technical workforce collaboration and success
- understanding interpersonal relationships in business, career, and technical environments through the study of appropriate on grade-level fiction, non-fiction, and related primary documents
- using highly complex digital and multimedia informational text, along with appropriate electronic tools to enable and enhance workplace transactions
- using listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaborating amongst peers

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by

curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

One-third of the titles from the 11th grade Sample ELA and Civics Book lists should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1001460

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Number of Credits:** One (1) credit

**Abbreviated Title:** APPL COMMS 1

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

## Educator Certifications

English (Grades 6-12)
Business Education (Grades 6-12)

# Applied Communications 1 (#1001460) 2023 - And Beyond

## Course Standards

Name	Description
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.  <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.5.1:	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.5.2:	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.R.1.1:	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:</p> <p>Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author's attitude            Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)</p>

*Clarification 3:* Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

**Standard Relation to Course: Major**

Track and analyze universal themes in literary texts from different times and places.

**Clarifications:**

*Clarification 1:* A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

**Standard Relation to Course: Major**

ELA.11.R.1.2:

Analyze the author's choices in using juxtaposition to define character perspective.

**Clarifications:**

*Clarification 1:* Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.

*Clarification 2:* The term perspective means "a particular attitude toward or way of regarding something."

**Standard Relation to Course: Major**

Evaluate the structure(s) and features in texts.

**Clarifications:**

*Clarification 1:* Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

*Clarification 2:* Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

**Standard Relation to Course: Major**

ELA.11.R.2.1:

Analyze the central idea(s) of speeches and essays from the Classical Period.

**Clarifications:**

*Clarification 1:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course: Major**

ELA.11.R.2.2:

Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.

**Standard Relation to Course: Major**

ELA.11.R.2.3:

Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.

**Clarifications:**

*Clarification 1:* Validity refers to the soundness of the arguments.

*Clarification 2:* For more information on types of reasoning, see Types of Logical Reasoning.

**Standard Relation to Course: Major**

Analyze the author's use of figurative language and explain examples of allegory.

**Clarifications:**

*Clarification 1:* Examples of allegory should be taken from the following periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

*Clarification 2:* Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

*Clarification 3:* See Secondary Figurative Language.

**Standard Relation to Course: Major**

ELA.11.R.3.1:

Paraphrase content from grade-level texts.

**Clarifications:**

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

**Standard Relation to Course: Major**

ELA.11.R.3.2:

Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.

**Clarifications:**

*Clarification 1:* Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature

ELA.11.R.3.3:

- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

*Clarification 2:* For more information on types of reasoning, see Types of Logical Reasoning.

**Standard Relation to Course:** Major

Evaluate an author’s use of rhetoric in text.

**Clarifications:**

*Clarification 1:* Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course:** Major

ELA.11.R.3.4:

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course:** Major

ELA.11.V.1.1:

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course:** Major

ELA.11.V.1.2:

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.11.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course:** Major

ELA.11.V.1.3:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course:** Supporting

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course:** Supporting

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course:** Supporting

ELA.K12.EE.3.1:



ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>          In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>          Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>
SS.912.CG.1.5:	<p>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</p> <ul style="list-style-type: none"> <li>• Students will explain how the structure and function of the U.S. government reflects these political principles.</li> <li>• Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li> <li>• Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li> </ul> <p><b>Standard Relation to Course: Supporting</b></p>
SS.912.CG.2.6:	<p>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"> <li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li> <li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li> </ul> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The purpose of this course is to develop initial college and career readiness communication skills within the context of a career and technical work environment, including community collaboration and leadership.

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

- using problem solving skills and research skills primarily in career and technical profession contexts
- reading on-grade level informational and technical texts to obtain and analyze information and synthesize into evidence supporting the text
- writing informational and argument texts to communicate information and ideas with an emphasis on career, technical, and occupational tasks
- using listening and speaking skills to obtain and communicate information and ideas regarding career and technical workforce collaboration and success
- understanding interpersonal relationships in business, career, and technical environments through the study of appropriate on grade-level fiction, non-fiction, and related primary documents
- using highly complex digital and multimedia informational text, along with appropriate electronic tools to enable and enhance workplace transactions

- using listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaborating amongst peers

## GENERAL NOTES

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

One-third of the titles from the 11th grade Sample ELA and Civics Book lists should be used in instruction.

## GENERAL INFORMATION

<b>Course Number:</b> 1001460	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> APPL COMMS 1
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 2
<b>Course Status:</b> Draft - Course Pending Approval	
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> English	

### Educator Certifications

English (Grades 6-12)
Business Education (Grades 6-12)

# Applied Communications 2 (#1001470) 2015 - 2022 (current)

## Course Standards

### Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable in all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>
LAFS.1112.L.2.3:	<p>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.</p> <p>a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>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.</p> <p>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).</p>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RI.1.1:	<p>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.</p>
LAFS.1112.RI.1.2:	<p>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.</p>
LAFS.1112.RI.1.3:	<p>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.</p>
LAFS.1112.RI.2.4:	<p>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).</p>
LAFS.1112.RI.2.6:	<p>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.</p>
LAFS.1112.RI.3.7:	<p>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.</p>
	<p>Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of</p>

LAFS.1112.RI.3.8:	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., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.RL.1.1:	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.
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.SL.1.1:	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. <ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>c. Use words, phrases, and clauses 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</li> </ul>

	<p>counterclaims.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
LAFS.1112.W.1.2:	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “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”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p><b>Clarifications:</b> Using “I” messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p><b>Clarifications:</b></p>

	Validate other's opinions, use direct statement, use active statement, and offer alternatives.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to develop complex college and career readiness communication skills within the context of a career and technical work environment, including community collaboration and leadership.

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

- using problem solving skills and research skills primarily in career and technical profession contexts
- reading on-grade level informational and technical texts of high complexity to obtain and analyze information and synthesize into evidence supporting the text
- reading on-grade level literary text to obtain information and integrate knowledge of selected texts in listed standards
- writing informational and argument texts to communicate information and ideas with an emphasis on career, technical, and occupational tasks
- using listening and speaking skills to obtain and communicate information and ideas regarding career and technical workforce collaboration and success
- understanding interpersonal relationships in business, career, and technical environments through the study of appropriate on grade-level fiction and related primary documents
- using highly complex digital and multimedia informational text, along with appropriate electronic tools to enable and enhance workplace transactions
- using listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaborating amongst peers

### GENERAL NOTES

#### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

<b>Course Number:</b> 1001470	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> APPL COMMS 2
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 2
<b>Course Status:</b> Course Approved	

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)

Business Education (Grades 6-12)

# Applied Communications 2 (#1001470) 2022 - 2023

## Course Standards

Name	Description
ELA.12.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p>
ELA.12.C.1.3:	<p>Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis.</p>
ELA.12.C.1.4:	<p>Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p>
ELA.12.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.</p>
ELA.12.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.12.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Convention Progression by Grade Level for more information.</p>
ELA.12.C.4.1:	<p>Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.12.C.5.1:	<p>Design and evaluate digital presentations for effectiveness.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p>
ELA.12.C.5.2:	<p>Create, publish, and share multimedia texts through a variety of digital formats.</p>
ELA.12.R.1.1:	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:            Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author's attitude            Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.  <i>Clarification 4:</i> Functional significance refers to the role each element plays in creating meaning or effect for the reader.</p>
	<p>Analyze two or more themes and evaluate their development throughout a literary text.</p>



ELA.12.R.1.2:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message.</p>
ELA.12.R.1.3:	<p>Evaluate the development of character perspective, including conflicting perspectives.  <b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p>
ELA.12.R.1.4:	<p>Evaluate works of major poets in their historical context.  <b>Clarifications:</b>  <i>Sample poets for this benchmark include:</i></p> <ul style="list-style-type: none"> <li>• Emily Dickinson</li> <li>• Langston Hughes</li> <li>• Robert Frost</li> <li>• Phillis Wheatley</li> <li>• Edna St. Vincent Millay</li> <li>• Countee Cullen</li> <li>• Robert Burns</li> <li>• Percy Bysshe Shelley</li> </ul> <p><i>Clarification 1:</i> A poet’s historical context is the period in which the writing occurred, not when it was discovered or became resurgent.</p> <p><i>Clarification 2:</i> Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.</p> <p><i>Clarification 3:</i> For more information, see Literary Periods.</p>
ELA.12.R.2.1:	<p>Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.12.R.2.2:	<p>Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.</p>
ELA.12.R.2.3:	<p>Evaluate an author’s choices in establishing and achieving purpose(s).</p>
ELA.12.R.2.4:	<p>Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors’ reasoning, use of the same information, and/or the authors’ rhetoric.  <b>Clarifications:</b>  <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><i>Clarification 3:</i> Validity refers to the soundness of the arguments.</p>
ELA.12.R.3.1:	<p>Evaluate an author’s use of figurative language.  <b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.12.R.3.2:	<p>Paraphrase content from grade-level texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.12.R.3.3:	<p>Analyze the influence of classic literature on contemporary world texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Classic literature for this benchmark should be drawn from and representative of the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.</p>

Evaluate rhetorical choices across multiple texts.

**Clarifications:**

*Clarification 1:* Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.

ELA.12.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.12.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.12.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

*Clarification 3:* See Foreign Words and Phrases for a list of commonly used foreign phrases.

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

ELA.12.V.1.3:

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.12.R.3.1 and Secondary Figurative Language.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course: Supporting**

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. <b>Standard Relation to Course: Supporting</b>
ELA.K.12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
ELA.K.12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K.12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy. <b>Standard Relation to Course: Supporting</b>
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The purpose of this course is to continue to develop complex college and career readiness communication skills within the context of a career and technical work environment, including community collaboration and leadership.

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

- using problem solving skills and research skills primarily in career and technical profession contexts
- reading on-grade level informational and technical texts of high complexity to obtain and analyze information and synthesize into evidence supporting the text
- reading on-grade level literary text to obtain information and integrate knowledge of selected texts in listed standards
- writing informational and argument texts to communicate information and ideas with an emphasis on career, technical, and occupational tasks
- using listening and speaking skills to obtain and communicate information and ideas regarding career and technical workforce collaboration and success
- understanding interpersonal relationships in business, career, and technical environments through the study of appropriate on grade-level fiction and related primary documents
- using highly complex digital and multimedia informational text, along with appropriate electronic tools to enable and enhance workplace transactions
- using listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaborating amongst peers

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

One-third of the titles from the 11th grade Sample ELA and Civics Book lists should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1001470

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** APPL COMMS 2

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

### Educator Certifications

English (Grades 6-12)

Business Education (Grades 6-12)

# Applied Communications 2 (#1001470) 2023 - And Beyond

## Course Standards

Name	Description
ELA.12.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.12.C.1.3:	Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis.
ELA.12.C.1.4:	Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.12.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.
ELA.12.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.12.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> See Convention Progression by Grade Level for more information.
ELA.12.C.4.1:	Conduct research on a topical issue to answer a question and synthesize information from a variety of sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.12.C.5.1:	Design and evaluate digital presentations for effectiveness. <b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.12.C.5.2:	Create, publish, and share multimedia texts through a variety of digital formats.
ELA.12.R.1.1:	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.  <i>Clarification 4:</i> Functional significance refers to the role each element plays in creating meaning or effect for the reader.
	Analyze two or more themes and evaluate their development throughout a literary text.

ELA.12.R.1.2:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message.</p>
ELA.12.R.1.3:	<p>Evaluate the development of character perspective, including conflicting perspectives.  <b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p>
ELA.12.R.1.4:	<p>Evaluate works of major poets in their historical context.  <b>Clarifications:</b>  <i>Sample poets for this benchmark include:</i></p> <ul style="list-style-type: none"> <li>• Emily Dickinson</li> <li>• Langston Hughes</li> <li>• Robert Frost</li> <li>• Phillis Wheatley</li> <li>• Edna St. Vincent Millay</li> <li>• Countee Cullen</li> <li>• Robert Burns</li> <li>• Percy Bysshe Shelley</li> </ul> <p><i>Clarification 1:</i> A poet’s historical context is the period in which the writing occurred, not when it was discovered or became resurgent.</p> <p><i>Clarification 2:</i> Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.</p> <p><i>Clarification 3:</i> For more information, see Literary Periods.</p>
ELA.12.R.2.1:	<p>Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.12.R.2.2:	<p>Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.</p>
ELA.12.R.2.3:	<p>Evaluate an author’s choices in establishing and achieving purpose(s).</p>
ELA.12.R.2.4:	<p>Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors’ reasoning, use of the same information, and/or the authors’ rhetoric.  <b>Clarifications:</b>  <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><i>Clarification 3:</i> Validity refers to the soundness of the arguments.</p>
ELA.12.R.3.1:	<p>Evaluate an author’s use of figurative language.  <b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.12.R.3.2:	<p>Paraphrase content from grade-level texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.12.R.3.3:	<p>Analyze the influence of classic literature on contemporary world texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Classic literature for this benchmark should be drawn from and representative of the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.</p>

Evaluate rhetorical choices across multiple texts.

**Clarifications:**

*Clarification 1:* Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.

ELA.12.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.12.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.12.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

*Clarification 3:* See Foreign Words and Phrases for a list of commonly used foreign phrases.

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

ELA.12.V.1.3:

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.12.R.3.1 and Secondary Figurative Language.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course: Supporting**

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>
SS.912.CG.1.5:	Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers. <ul style="list-style-type: none"><li>• Students will explain how the structure and function of the U.S. government reflects these political principles.</li><li>• Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</li><li>• Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</li></ul> <b>Standard Relation to Course: Supporting</b>
SS.912.CG.2.6:	Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time. <ul style="list-style-type: none"><li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li><li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li></ul> <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The purpose of this course is to continue to develop complex college and career readiness communication skills within the context of a career and technical work environment, including community collaboration and leadership.

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

- using problem solving skills and research skills primarily in career and technical profession contexts
- reading on-grade level informational and technical texts of high complexity to obtain and analyze information and synthesize into evidence supporting the text
- reading on-grade level literary text to obtain information and integrate knowledge of selected texts in listed standards
- writing informational and argument texts to communicate information and ideas with an emphasis on career, technical, and occupational tasks
- using listening and speaking skills to obtain and communicate information and ideas regarding career and technical workforce collaboration and success
- understanding interpersonal relationships in business, career, and technical environments through the study of appropriate on grade-level fiction and related primary documents
- using highly complex digital and multimedia informational text, along with appropriate electronic tools to enable and enhance workplace transactions
- using listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaborating amongst peers



## GENERAL NOTES

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

One-third of the titles from the 11th grade Sample ELA and Civics Book lists should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1001470

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** APPL COMMS 2

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

### Educator Certifications

English (Grades 6-12)

Business Education (Grades 6-12)

# Communications Methodology Honors (#1001480) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RI.1.1:	<p>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.</p>
LAFS.1112.RI.1.2:	<p>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.</p>
LAFS.1112.RI.1.3:	<p>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.</p>
LAFS.1112.RI.2.4:	<p>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 <i>Federalist No. 10</i>).</p>
LAFS.1112.RI.2.5:	<p>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.</p>
LAFS.1112.RI.2.6:	<p>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.</p>
LAFS.1112.RI.3.7:	<p>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.</p>
LAFS.1112.RI.3.9:	<p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i>, the <i>Preamble to the Constitution</i>, the <i>Bill of Rights</i>, and <i>Lincoln's Second Inaugural Address</i>) for their themes, purposes, and rhetorical features.</p>
LAFS.1112.RI.4.10:	<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at</p>

the high end of the grades 11–CCR text complexity band independently and proficiently.

LAFS.1112.RL.4.10:	<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>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.</p>
LAFS.1112.SL.1.1:	<p>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.</p> <ol style="list-style-type: none"><li>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.</li><li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li><li>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.</li><li>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.</li></ol>
LAFS.1112.SL.1.2:	<p>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.</p>
LAFS.1112.SL.1.3:	<p>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.</p>
LAFS.1112.SL.2.4:	<p>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.</p>
LAFS.1112.SL.2.5:	<p>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.</p>
LAFS.1112.SL.2.6:	<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"><li>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.</li><li>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.</li><li>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.</li><li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>Provide a concluding statement or section that follows from and supports the argument presented.</li></ol>
LAFS.1112.W.1.2:	<p>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.</p> <ol style="list-style-type: none"><li>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.</li><li>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.</li><li>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.</li><li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li><li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>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).</li></ol>
LAFS.1112.W.2.4:	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>

LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply grades 11–12 Reading standards to literature (e.g., “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”).</li> <li>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ul>
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to highly refine communication and critical-thinking skills important for success in college and career readiness.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### GENERAL NOTES

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

- using problem solving skills and research skills
- reading on-grade level informational and technical texts of high complexity to obtain and analyze information and synthesize into evidence supporting the text
- reading on-grade level literary text to obtain information and integrate knowledge of selected texts in listed standards
- writing informational and argument texts to communicate information and ideas
- using listening and speaking skills to obtain and communicate information and ideas
- using highly complex digital and multimedia informational text, along with appropriate electronic tool
- using listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaborating amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or

produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## GENERAL INFORMATION

**Course Number:** 1001480  
**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >  
**Abbreviated Title:** COMMS MTH HON  
**Number of Credits:** One (1) credit  
**Course Length:** Year (Y)  
**Course Attributes:**

- Honors

**Course Type:** Elective Course  
**Course Status:** Course Approved  
**Grade Level(s):** 9,10,11,12  
**Course Level:** 3

## Educator Certifications

English (Grades 6-12)
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# Communications Methodology Honors (#1001480) 2022 - And Beyond

## Course Standards

Name	Description
ELA.12.C.1.3:	<p>Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis.</p> <p>Standard Relation to Course: Major</p>
ELA.12.C.1.4:	<p>Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p> <p>Standard Relation to Course: Major</p>
ELA.12.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.</p> <p>Standard Relation to Course: Major</p>
ELA.12.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p>Standard Relation to Course: Major</p>
ELA.12.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Convention Progression by Grade Level for more information.</p> <p>Standard Relation to Course: Major</p>
ELA.12.C.4.1:	<p>Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p>Standard Relation to Course: Major</p>
ELA.12.C.5.1:	<p>Design and evaluate digital presentations for effectiveness.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p> <p>Standard Relation to Course: Major</p>
ELA.12.C.5.2:	<p>Create, publish, and share multimedia texts through a variety of digital formats.</p> <p>Standard Relation to Course: Major</p>
ELA.12.R.2.1:	<p>Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p>Standard Relation to Course: Major</p>
ELA.12.R.2.2:	<p>Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.</p> <p>Standard Relation to Course: Major</p>
ELA.12.R.2.3:	<p>Evaluate an author's choices in establishing and achieving purpose(s).</p> <p>Standard Relation to Course: Major</p>
	<p>Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.</p> <p><b>Clarifications:</b></p>

ELA.12.R.2.4:	<p><i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><i>Clarification 3:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.12.R.3.1:	<p>Evaluate an author's use of figurative language.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.12.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.12.R.3.4:	<p>Evaluate rhetorical choices across multiple texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.12.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.12.V.1.2:	<p>Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><i>Clarification 3:</i> See Foreign Words and Phrases for a list of commonly used foreign phrases.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.12.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.12.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p>

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to highly refine communication and critical-thinking skills important for success in college and career readiness.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- using problem solving skills and research skills
- reading advanced level informational and technical texts of high complexity to obtain and analyze information and synthesize into evidence supporting the text
- reading advanced level literary text to obtain information and integrate knowledge of selected texts in listed standards
- writing informational and argument texts to communicate information and ideas
- using listening and speaking skills to obtain and communicate information and ideas
- using highly complex digital and multimedia informational text, along with appropriate electronic tool
- using listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaborating amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor.



Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**VERSION REQUIREMENTS**

One-third of the 12th grade ELA Sample Book List should be used in instruction.

**GENERAL INFORMATION**

<b>Course Number:</b> 1001480	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> COMMS MTH HON
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"><li>• Honors</li></ul>
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 3
<b>Course Status:</b> Draft - Course Pending Approval	

**Educator Certifications**

English (Grades 6-12)
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# Cambridge AICE English Language AS Level (#1001550) 2014 - And Beyond

(current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 1001550

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** English/Language

Arts > **SubSubject:** English >

**Abbreviated Title:** AICE ENG LANG AS

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

### Educator Certifications

English (Grades 6-12)

# Cambridge AICE English Language 2 A Level (#1001551) 2014 - And

Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1001551	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> AICE ENG LANG 2 AL
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Graduation Requirement:</b> English	<ul style="list-style-type: none"><li>Advanced International Certificate of Education (AICE)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

English (Grades 6-12)
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# Cambridge AICE English Language and Literature AS Level (#1001555) 2014 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1001555	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> AICE ENG LANG/LIT AS
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Graduation Requirement:</b> English	<ul style="list-style-type: none"><li>Advanced International Certificate of Education (AICE)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

English (Grades 6-12)
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# Cambridge Pre-AICE English Language IGCSE Level (#1001560) 2014 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 1001560

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Course Path:** Section: Grades PreK to

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** English/Language

Arts > **SubSubject:** English >

**Abbreviated Title:** PRE-AICE ENG LANG

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

### Educator Certifications

English (Grades 6-12)

# Florida's Preinternational Baccalaureate English 1 (#1001800) 2015 -

2022 (current)

## Course Standards

Name	Description
LAFS.910.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
LAFS.910.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>
LAFS.910.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>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, or its etymology.</li> <li>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).</li> </ol>
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.910.L.3.6:	<p>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.</p>
LAFS.910.RI.1.1:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.910.RI.1.2:	<p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
LAFS.910.RI.1.3:	<p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
LAFS.910.RI.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
LAFS.910.RI.2.5:	<p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>
LAFS.910.RI.2.6:	<p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>
LAFS.910.RI.3.7:	<p>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>

LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses 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.
LAFS.910.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	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.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	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.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</li> <li>Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</li> </ol>
LAFS.910.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p><b>Clarifications:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.2.5:	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Clarifications:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
SS.912.C.2.10:	<p>Monitor current public issues in Florida.</p> <p><b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.



# General Course Information and Notes

## VERSION DESCRIPTION

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must 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.

## GENERAL NOTES

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

- active reading of highly advanced, varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- advanced writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- astute listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- extensive collaboration amongst peers

### Special Notes:

**Special Note.** *Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls “pre-IB” as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”.*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

[https://ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida’s Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida’s Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by

curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## GENERAL INFORMATION

**Course Number:** 1001800

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Number of Credits:** One (1) credit

**Abbreviated Title:** FL PRE-IB ENG 1

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10

**Graduation Requirement:** English

## Educator Certifications

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

# Florida's Preinternational Baccalaureate English 1 (#1001800) 2022 -

And Beyond

## Course Standards

Name	Description
ELA.9.C.1.2:	<p>Write narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p>
ELA.9.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.9.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p>
ELA.9.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</p>
ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.9.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level.</p>
ELA.9.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.</p>
ELA.9.C.5.1:	<p>Create digital presentations with coherent ideas and a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p>
ELA.9.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.</p>
ELA.9.R.1.1:	<p>Explain how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.</p> <p><i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p>
	<p>Analyze universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples</p>

ELA.9.R.1.2:	include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.
ELA.9.R.1.3:	Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire. <b>Clarifications:</b> <i>Clarification 1:</i> See Rhetorical Devices for more information on irony.
ELA.9.R.1.4:	Analyze the characters, structures, and themes of epic poetry. <b>Clarifications:</b> <i>Clarification 1:</i> For more information, see Literary Periods.
ELA.9.R.2.1:	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. <b>Clarifications:</b> <i>Clarification 1:</i> Students will analysis the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.9.R.2.2:	Evaluate the support an author uses to develop the central idea(s) throughout a text. <b>Clarifications:</b> <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.
ELA.9.R.2.3:	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 3:</i> See Secondary Figurative Language.  <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.
ELA.9.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims. <b>Clarifications:</b> <i>Clarification 1:</i> Validity refers to the soundness of the arguments.
ELA.9.R.3.1:	Explain how figurative language creates mood in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language.
ELA.9.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
ELA.9.R.3.3:	Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts. <b>Clarifications:</b> <i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.
ELA.9.R.3.4:	Explain an author's use of rhetoric in a text. <b>Clarifications:</b> <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.  <i>Clarification 2:</i> See Secondary Figurative Language and Rhetorical Devices.
ELA.9.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and

	usually require explicit instruction.
ELA.9.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.9.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.9.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

*Special Note: Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

*The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.*

[https://ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib)

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

## VERSION REQUIREMENTS

Approximately one-third of the titles from the 9th Grade Sample Book List should be used in instruction.

## GENERAL INFORMATION

<b>Course Number:</b> 1001800	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> FL PRE-IB ENG 1
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"><li>• Honors</li></ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 3
<b>Course Status:</b> State Board Approved	
<b>Grade Level(s):</b> 9	
<b>Graduation Requirement:</b> English	

**Educator Certifications**

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

# Florida's Preinternational Baccalaureate English 2 (#1001810) 2015 -

2022 (current)

## Course Standards

Name	Description
LAFS.910.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
LAFS.910.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>
LAFS.910.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>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, or its etymology.</li> <li>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).</li> </ol>
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.910.L.3.6:	<p>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.</p>
LAFS.910.RI.1.1:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.910.RI.1.2:	<p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
LAFS.910.RI.1.3:	<p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
LAFS.910.RI.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
LAFS.910.RI.2.5:	<p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>
LAFS.910.RI.2.6:	<p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>
LAFS.910.RI.3.7:	<p>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>



LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses 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.
LAFS.910.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	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.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	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.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</li> <li>Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</li> </ol>
LAFS.910.W.4.10:	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.
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p><b>Clarifications:</b> Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p><b>Clarifications:</b> Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
SS.912.C.2.10:	<p>Monitor current public issues in Florida.</p> <p><b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must 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.

## GENERAL NOTES

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

- active reading of highly advanced, varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- advanced writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - astute listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- extensive collaboration amongst peers

### Special Notes:

**Special Note.** *Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls “pre-IB” as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”.*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

[https://ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida’s Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida’s Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

## GENERAL INFORMATION

**Course Number:** 1001810

**Number of Credits:** One (1) credit

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** FL PRE-IB ENG 2

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10

**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)
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# Florida's Preinternational Baccalaureate English 2 (#1001810) 2022 -

And Beyond

## Course Standards

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p>
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.</p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.</p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.10.C.5.1:	<p>Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p>
ELA.10.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.</p>
	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:</p>

ELA.10.R.1.1:	<p>Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author's attitude  Layer 4) author's purpose (interpretation of author's purpose as it is often inferred).</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.  <b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.  <b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see Literary Periods.</p>
ELA.10.R.1.4:	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.  <b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see Literary Periods.</p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p>
ELA.10.R.2.3:	<p>Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.  <b>Clarifications:</b>  <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.  <b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).  <b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.10.R.3.3:	<p>Analyze how mythical, classical, or religious texts have been adapted.  <b>Clarifications:</b>  <i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.</p>
ELA.10.R.3.4:	<p>Analyze an author's use of rhetoric in a text.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.  <i>Clarification 3:</i> See Secondary Figurative Language.  <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.  <b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and</p>

ELA.10.V.1.1:	<p>writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.10.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.10.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.10.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.



MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must 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.

**Special Notes:** *Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course".*

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

[https://ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

## GENERAL NOTES

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Approximately one-third of the titles from the 10th Grade Sample Book List should be used in instruction.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

## GENERAL INFORMATION

<b>Course Number:</b> 1001810	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> FL PRE-IB ENG 2
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> State Board Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10	<ul style="list-style-type: none"><li>• Honors</li></ul>
<b>Graduation Requirement:</b> English	<b>Course Level:</b> 3

### Educator Certifications

English (Grades 6-12)
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# International Baccalaureate English Literature 1 (#1001816) 2017 - And

Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 1001816

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** IB ENGLISH LIT 1

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

### Educator Certifications

English (Grades 6-12)
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# International Baccalaureate English Literature 2 (#1001818) 2017 - And

Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 1001818

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** IB ENGLISH LIT 2

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

### Educator Certifications

English (Grades 6-12)
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# International Baccalaureate English Literature3 (#1001820) 2014 - And

Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

This course will provide academic rigor and relevance through a comprehensive curriculum based on the appropriate Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must 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.

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1001820	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB ENGLISH LIT 3
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 3
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> English	

### Educator Certifications

English (Grades 6-12)
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# International Baccalaureate English Literature 4 (#1001830) 2014 - And

Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

This course will provide academic rigor and relevance through a comprehensive curriculum based on the appropriate Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must 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.

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1001830	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB ENGLISH LIT 4
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 3
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> English	

### Educator Certifications

English (Grades 6-12)
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# International Baccalaureate Mid Yrs Prog English 1 (#1001840) <sup>2014</sup>

- And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 1001840

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** IB MYP ENG 1

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

### Educator Certifications

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

# International Baccalaureate Mid Yrs Prog English 2 (#1001845) <sup>2014</sup>

- And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 1001845

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** IB MYP ENG 2

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

### Educator Certifications

English (Grades 6-12)
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# International Baccalaureate English B 1 (#1001870) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1001870	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB ENGLISH B 1
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 3
<b>Course Status:</b> Course Approved	
<b>Graduation Requirement:</b> English	

### Educator Certifications

Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)

# International Baccalaureate English Ab Initio 1 (#1001880) 2014 - And

Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 1001880

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** IB ENG AB INITIO 1

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

### Educator Certifications

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

# International Baccalaureate English Ab Initio 2 (#1001885) 2014 - And

Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 1001885

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English > **Abbreviated Title:** IB ENG AB INITIO 2

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Graduation Requirement:** English

**Course Level:** 3

### Educator Certifications

Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)

# M/J Language Arts 1 Through ESOL (#1002000) 2015 - 2022 (current)

## Course Standards

### Reading Literature

These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Reading Informational Text

These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

### Writing

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

### Speaking and Listening

The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

### Language

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study: LAFS.6.L.1.1c, LAFS.6.L.1.1d, LAFS.6.L.1.1e, LAFS.6.L.2.3a, LAFS.6.L.2.3b**

### Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</li> <li>Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ol>
LAFS.6.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>Spell correctly.</li> </ol>
LAFS.6.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> <li>Vary sentence patterns for meaning, reader/listener interest, and style</li> <li>Maintain consistency in style and tone.</li> </ol>
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

LAFS.6.L.3.4:	<ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> <li>c. Consult 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 or its part of speech.</li> <li>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).</li> </ul>
LAFS.6.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., personification) in context.</li> <li>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</li> </ul>
LAFS.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RI.1.3:	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LAFS.6.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LAFS.6.RI.2.5:	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LAFS.6.RI.2.6:	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.RI.3.9:	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LAFS.6.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.RL.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RL.1.3:	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LAFS.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.6.RL.2.5:	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LAFS.6.RL.2.6:	Explain how an author develops the point of view of the narrator or speaker in a text.
LAFS.6.RL.3.7:	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
LAFS.6.RL.3.9:	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LAFS.6.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ul>
LAFS.6.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
LAFS.6.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
LAFS.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</li> <li>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</li> </ul>
LAFS.6.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
HE.6.B.3.3:	Investigate a variety of technologies to gather health information. <b>Clarifications:</b> Thermometer, television, Internet, audio books, and technology tools.
HE.6.B.4.1:	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. <b>Clarifications:</b> Role playing, short stories, and open-ended scenarios.
HE.6.B.4.2:	Practice refusal skills and negotiation skills to reduce health risks. <b>Clarifications:</b> Assertiveness, compromising, and use of "I" messages.
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. <b>Clarifications:</b>

	Talk to an adult, anger management, and conflict mediation.
HE.6.B.4.4:	Compile ways to ask for assistance to enhance the health of self and others. <b>Clarifications:</b> Verbalize, write, and ask others for help.
HE.6.B.5.1:	Investigate health-related situations that require the application of a thoughtful decision-making process. <b>Clarifications:</b> Peer pressure, exposure to unsupervised firearms, and tobacco use.
HE.6.C.1.2:	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated. <b>Clarifications:</b> Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.
HE.6.C.2.5:	Examine how media influences peer and community health behaviors. <b>Clarifications:</b> Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.6.C.2.1:	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable middle school 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 content and activities using texts of high complexity to ensure college and career preparation and readiness.

### GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

**QUALIFICATIONS**

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

**GENERAL INFORMATION**

**Course Number:** 1002000

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** English for Speakers of Other Languages >

**Abbreviated Title:** M/J LANG ARTS 1 ESOL

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6

**Educator Certifications**

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement
Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Grades K-6) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement



# M/J Language Arts 1 Through ESOL (#1002000) 2022 - And Beyond

## Course Standards

Name	Description
ELA.6.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p><i>Clarification 2:</i> Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.</p>
ELA.6.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.6.C.1.4:	<p>Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.6.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p>
ELA.6.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student’s speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.6.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use comparative and superlative forms of adjectives.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
ELA.6.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.6.C.5.1:	<p>Integrate diverse digital media to enhance audience engagement in oral or written tasks.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.</p>
ELA.6.C.5.2:	<p>Use digital tools to produce writing.</p>

ELA.6.R.1.1:	Analyze how the interaction between characters contributes to the development of a plot in a literary text.
ELA.6.R.1.2:	Analyze the development of stated or implied theme(s) throughout a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. See Theme in Glossary. <i>Clarification 2:</i> Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.
ELA.6.R.1.3:	Explain the influence of multiple narrators and/or shifts in point of view in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> When referring to the person of the narrator, the term "point of view" is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark.
ELA.6.R.1.4:	Describe the impact of various poetic forms on meaning and style. <b>Clarifications:</b> <i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle.
ELA.6.R.2.1:	Explain how individual text sections and/or features convey meaning in texts.
ELA.6.R.2.2:	Analyze the central idea(s), implied or explicit, and its development throughout a text. <b>Clarifications:</b> <i>Clarification 1:</i> Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.
ELA.6.R.2.3:	Analyze authors' purpose(s) in multiple accounts of the same event or topic.
ELA.6.R.2.4:	Track the development of an argument, identifying the types of reasoning used. <b>Clarifications:</b> <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning. <i>Clarification 2:</i> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).
ELA.6.R.3.1:	Explain how figurative language contributes to tone and meaning in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction. <i>Clarification 2:</i> See Secondary Figurative Language.
ELA.6.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
ELA.6.R.3.3:	Compare and contrast how authors from different time periods address the same or related topics. <b>Clarifications:</b> <i>Clarification 1:</i> Texts for this benchmark should be selected from the following literary periods: <ul style="list-style-type: none"> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul>
ELA.6.R.3.4:	Identify rhetorical appeals in a text. <b>Clarifications:</b> <i>Clarification 1:</i> Students will identify the appeals of logos, ethos, and pathos. <i>Clarification 2:</i> See Rhetorical Appeals.
ELA.6.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.6.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.

ELA.6.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.6.R.3.1 and Secondary Figurative Language.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. <b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable middle school 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 content and activities using texts of high complexity to ensure college and career preparation and readiness.

This course defines what students should understand and be able to do by the end of 6th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will

continue to review and apply earlier grade-level benchmarks and expectations.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

Approximately one-third of the titles from the 6th Grade Sample Book List should be used in instruction.

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

## GENERAL INFORMATION

**Course Number:** 1002000

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** English for Speakers of Other Languages > **Abbreviated Title:** M/J LANG ARTS 1 ESOL

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course      **Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6

### Educator Certifications

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement
Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Grades K-6) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement

# M/J Language Arts 2 Through ESOL (#1002010) 2015 - 2022 (current)

## Course Standards

### Reading Literature

These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Writing

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

### Speaking and Listening

The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

### Language

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study: LAFS.7.L.1.1c, LAFS.L.2.3a**

### Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.7.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ol>
LAFS.7.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i>).</li> <li>Spell correctly.</li> </ol>
LAFS.7.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> <li>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ol>
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> </ol>

LAFS.7.L.3.4:	<ul style="list-style-type: none"> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</li> <li>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 or its part of speech.</li> <li>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).</li> </ul>
LAFS.7.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</li> </ul>
LAFS.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LAFS.7.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.7.RI.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LAFS.7.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LAFS.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LAFS.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.RL.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LAFS.7.RL.1.3:	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LAFS.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LAFS.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LAFS.7.RL.2.6:	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LAFS.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LAFS.7.RL.3.9:	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LAFS.7.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.7.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
LAFS.7.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
LAFS.7.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>
LAFS.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LAFS.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</li> <li>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</li> </ul>
LAFS.7.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
HE.7.B.3.3:	Compare a variety of technologies to gather health information. <b>Clarifications:</b> WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician’s office equipment, and mobile diagnostic imaging vs. hospital MRI.
HE.7.B.4.1:	Apply effective communication skills when interacting with others to enhance health. <b>Clarifications:</b> Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.
HE.7.B.4.2:	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. <b>Clarifications:</b>

	Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. <b>Clarifications:</b> Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.7.B.4.4:	Demonstrate how to ask for assistance to enhance the health of self and others. <b>Clarifications:</b> “I” messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.
HE.7.B.5.1:	Predict when health-related situations require the application of a thoughtful decision-making process. <b>Clarifications:</b> Prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental-health issues, determining whether a relationship is healthy, sexual activity/abstinence, and cheating.
HE.7.C.1.2:	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated. <b>Clarifications:</b> Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.
HE.7.C.2.5:	Analyze how messages from media influence health behaviors. <b>Clarifications:</b> Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life- threatening stunts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.7.C.2.11:	Analyze media and political communications (bias, symbolism, propaganda). <b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 44-45. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.7.C.2.13:	Examine multiple perspectives on public and current issues. <b>Clarifications:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages 48-49. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

## General Course Information and Notes

### VERSION DESCRIPTION

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 content and activities using texts of high complexity to ensure college and career preparation and readiness.

### GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions.
- collaboration amongst peers

### Special Notes:



**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standards should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

**QUALIFICATIONS**

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

**GENERAL INFORMATION**

**Course Number:** 1002010

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** English for Speakers of Other Languages > **Abbreviated Title:** M/J LANG ARTS 2 ESOL  
**Course Length:** Year (Y)  
**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 7

**Educator Certifications**

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement
Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement

# M/J Language Arts 2 Through ESOL (#1002010) 2022 - And Beyond

## Course Standards

Name	Description
ELA.7.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.7.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.7.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types.</p>
ELA.7.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p>
ELA.7.C.2.1:	<p>Present information orally, in a logical sequence, emphasizing key points that support the central idea.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.7.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
ELA.7.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> There is no requirement that students research the additional questions generated.</p> <p><i>Clarification 2:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.7.C.5.1:	<p>Integrate diverse digital media to build cohesion in oral or written tasks.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.</p>
ELA.7.C.5.2:	<p>Use digital tools to produce and share writing.</p>
ELA.7.R.1.1:	<p>Analyze the impact of setting on character development and plot in a literary text.</p> <p>Compare two or more themes and their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.</p>

ELA.7.R.1.2:	<p><i>Clarification 2:</i> Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p>
ELA.7.R.1.3:	<p>Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack of information or background knowledge about what that information means, mental illness, or self-deception.</p> <p><i>Clarification 2:</i> "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.</p>
ELA.7.R.1.4:	<p>Analyze the impact of various poetic forms on meaning and style.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle.</p> <p><i>Clarification 2:</i> Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.</p>
ELA.7.R.2.1:	Explain how individual text sections and/or features convey a purpose in texts.
ELA.7.R.2.2:	Compare two or more central ideas and their development throughout a text.
ELA.7.R.2.3:	<p>Explain how an author establishes and achieves purpose(s) through diction and syntax.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.</p>
ELA.7.R.2.4:	<p>Track the development of an argument, analyzing the types of reasoning used and their effectiveness.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p>
ELA.7.R.3.1:	<p>Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.7.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.7.R.3.3:	<p>Compare and contrast how authors with differing perspectives address the same or related topics or themes.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."</p>
ELA.7.R.3.4:	<p>Explain the meaning and/or significance of rhetorical devices in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 7.R.3.1 with the addition of irony and rhetorical questioning.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><i>Clarification 3:</i> See Rhetorical Devices.</p>
ELA.7.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.7.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p>
	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background

ELA.7.V.1.3:	<p>knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.7.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

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 content and activities using texts of high complexity to ensure college and career preparation and readiness.

This course defines what students should understand and be able to do by the end of 7th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will

continue to review and apply earlier grade-level benchmarks and expectations.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standards should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

Approximately one-third of the titles from the 7th Grade Sample Book List should be used in instruction.

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

## GENERAL INFORMATION

**Course Number:** 1002010

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** English for Speakers of Other Languages > **Abbreviated Title:** M/J LANG ARTS 2 ESOL

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course      **Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 7

## Educator Certifications

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement
Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement

# M/J Language Arts 3 Through ESOL (#1002020) 2015 - 2022 (current)

## Course Standards

### Reading Literature

**Standard Notes:** These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Reading Informational Text

**Standard Notes:** These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

### Writing

**Standards Notes:** Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

### Speaking and Listening

**Standards Notes:** The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

### Language

**Standards Notes:** The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study: LAFS.8.L.1.1d.**

### Additional Requirements:

The following Florida Standards for Mathematical Practices are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.8.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>Form and use verbs in the active and passive voice.</li> <li>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>Recognize and correct inappropriate shifts in verb voice and mood.</li> </ol>
LAFS.8.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>Use an ellipsis to indicate an omission.</li> <li>Spell correctly.</li> </ol>
LAFS.8.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ol>
LAFS.8.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</li> </ol>

	<ul style="list-style-type: none"> <li>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 or its part of speech.</li> <li>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).</li> </ul>
LAFS.8.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</li> </ul>
LAFS.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LAFS.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RI.2.5:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LAFS.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LAFS.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LAFS.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LAFS.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LAFS.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LAFS.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LAFS.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
LAFS.8.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.8.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.8.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
LAFS.8.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol>
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</li> <li>Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</li> </ol>
LAFS.8.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
HE.8.B.3.3:	<p>Recommend a variety of technologies to gather health information.</p> <p><b>Clarifications:</b> Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.</p>
HE.8.B.4.1:	<p>Illustrate skills necessary for effective communication with family, peers, and others to enhance health.</p> <p><b>Clarifications:</b> Refusal skills, nonverbal communication, asking questions, “I” messages, assertiveness, negotiation, and making requests.</p>
	Examine the possible causes of conflict among youth in schools and communities.



HE.8.B.4.3:	<b>Clarifications:</b> Relationships, territory, jealousy, and gossip/rumors.
HE.8.B.4.4:	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. <b>Clarifications:</b> Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.
HE.8.B.5.1:	Determine when health-related situations require the application of a thoughtful prepared plan of action. <b>Clarifications:</b> Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.
HE.8.C.1.2:	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual. <b>Clarifications:</b> Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
HE.8.C.2.5:	Research marketing strategies behind health-related media messages. <b>Clarifications:</b> Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.8.C.1.5:	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
SS.8.C.1.6:	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

## General Course Information and Notes

### VERSION DESCRIPTION

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 content and activities using texts of high complexity to ensure college and career preparation and readiness.

### GENERAL NOTES

#### General Notes:

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

#### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standards should specify a relevant content area concept or topic of study chosen by

curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

**QUALIFICATIONS**

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

**GENERAL INFORMATION**

**Course Number:** 1002020

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** English for Speakers of Other Languages > **Abbreviated Title:** M/J LANG ARTS 3 ESOL

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 8

**Educator Certifications**

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement

# M/J Language Arts 3 Through ESOL (#1002020) 2022 - And Beyond

## Course Standards

Name	Description
ELA.8.C.1.2:	Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.8.C.1.3:	Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.
ELA.8.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.8.C.1.5:	Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.
ELA.8.C.2.1:	Present information orally, in a logical sequence, supporting the central idea with credible evidence. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.8.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> </ul> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.
ELA.8.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research. <b>Clarifications:</b> <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.  <i>Clarification 2:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.8.C.5.1:	Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.
ELA.8.C.5.2:	Use a variety of digital tools to collaborate with others to produce writing.
ELA.8.R.1.1:	Analyze the interaction between character development, setting, and plot in a literary text.
ELA.8.R.1.2:	Analyze two or more themes and their development throughout a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. <i>Clarification 2:</i> Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.
ELA.8.R.1.3:	Analyze how an author develops and individualizes the perspectives of different characters. <b>Clarifications:</b> <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

Analyze structure, sound, imagery, and figurative language in poetry.

**Clarifications:**

Clarification 1: Structural elements for this benchmark are form, line length, white space, indentation, line breaks, and stanza breaks.

ELA.8.R.1.4:

*Clarification 2:* Sound can be created through the use of end rhyme, internal rhyme, slant rhyme, alliteration, assonance, consonance, onomatopoeia, repetition, and meter.

*Clarification 3:* Imagery, as used here, refers to language and description that appeals to the five senses.

*Clarification 4:* Figurative language types for this benchmark are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.

ELA.8.R.2.1:

Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.

ELA.8.R.2.2:

Analyze two or more central ideas and their development throughout a text.

ELA.8.R.2.3:

Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

**Clarifications:**

Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

*Clarification 2:* Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

ELA.8.R.2.4:

Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.

**Clarifications:**

*Clarification 1:* For more information on types of reasoning, see Types of Logical Reasoning.

*Clarification 2:* Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).

ELA.8.R.3.1:

Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).

**Clarifications:**

*Clarification 1:* Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.

*Clarification 2:* See Secondary Figurative Language.

ELA.8.R.3.2:

Paraphrase content from grade-level texts.

**Clarifications:**

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

ELA.8.R.3.3:

Compare and contrast the use or discussion of archetypes in texts.

**Clarifications:**

*Clarification 1:* See Archetypes.

ELA.8.R.3.4:

Explain how an author uses rhetorical devices to support or advance an appeal.

**Clarifications:**

*Clarification 1:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 8.R.3.1 with the addition of irony, rhetorical question, antithesis, and zeugma.

*Clarification 2:* See Secondary Figurative Language.

*Clarification 3:* See Rhetorical Appeals and Rhetorical Devices.

*Clarification 4:* Students will explain the connection between an author's use of rhetorical devices and the appeal—logos, ethos, or pathos—that is being made. Instruction should focus on ensuring students can explain how specific rhetorical devices contribute to the development of the rhetorical appeal(s) the author uses.

ELA.8.V.1.1:

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

ELA.8.V.1.2:

Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* See Common Greek and Latin Roots 6-8 and Affixes.

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

ELA.8.V.1.3:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.8.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

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 content and activities using texts of high complexity to ensure college and career preparation and readiness.

This course defines what students should understand and be able to do by the end of 8th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standards should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

Approximately one-third of the titles from the 8th Grade Sample Book List should be used in instruction.

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

## GENERAL INFORMATION

<b>Course Number:</b> 1002020	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 6 to 8 Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English for Speakers of Other Languages > <b>Abbreviated Title:</b> M/J LANG ARTS 3 ESOL <b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 2
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 8	

## Educator Certifications

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement

# M/J English Language Development (MC) (#1002180) 2018 - 2022 (current)

## Course Standards

Name	Description
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
ELD.K12.ELL.SC.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable middle school students who are native speakers of languages other than English to accelerate the development of communication and literacy skills that will promote English proficiency. This course will strengthen English listening, speaking, reading and writing skills so that students are able to successfully comprehend middle school grade-level text independently, as well as communicate for social and instructional purposes within the school setting. Instruction will emphasize reading comprehension, writing fluency, and academic vocabulary through various levels of complexity. Texts used for instruction focus on a wide range of topics in Language Arts, Mathematics, Science, Social Studies and academic language in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities, as well as cite evidence when answering text-dependent questions orally and in writing. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text. Explicit support is decreased or removed progressively as the reading and writing abilities of the students improve over time. The course will also provide extensive opportunities for students to learn English by communicating and collaborating with their teachers and peers for social and acculturation purposes.

The multiple credit course is a multi-grade-level elective that should be designed with the following student considerations:

- grade-level content
- proficiency level in English
- instructional needs

This course should be tailored to meet the needs of the individual student. Appropriate benchmarks from the following set of standards should be identified to develop an appropriate curriculum.

### GENERAL NOTES

**Additional Notes:** To ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in ELLs. To do this, the following practices should be incorporated in the course:

1. Providing opportunities for listening, speaking, reading and writing English skills.
2. Scaffolding of close reading that does not preempt or replace text.
3. Delivering systematic instruction in academic and social vocabulary.
4. Applying grammatical structures and conventions through explicit instruction.
5. Increasing the amount and complexity of text read and independent writing.
6. Asking high-level, communicative and text-specific questions which requires high-level student responses.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

**GENERAL INFORMATION**

**Course Number:** 1002180

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** English for Speakers of Other Languages >

**Abbreviated Title:** M/J ENGLISH LANG DEV

**Course Length:** Multiple (M) - Course length can vary

**Course Attributes:**

- Class Size Core Required

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Grades K-6) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement



# M/J English Language Development (MC) (#1002180) 2022 - And Beyond

## Course Standards

Name	Description
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
ELD.K12.ELL.SC.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable middle school students who are native speakers of languages other than English to accelerate the development of communication and literacy skills that will promote English proficiency. This course will strengthen English listening, speaking, reading and writing skills so that students are able to successfully comprehend middle school grade-level text independently, as well as communicate for social and instructional purposes within the school setting. Instruction will emphasize reading comprehension, writing fluency, and academic vocabulary through various levels of complexity. Texts used for instruction focus on a wide range of topics in Language Arts, Mathematics, Science, Social Studies and academic language in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities, as well as cite evidence when answering text-dependent questions orally and in writing. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text. Explicit support is decreased or removed progressively as the reading and writing abilities of the students improve over time. The course will also provide extensive opportunities for students to learn English by communicating and collaborating with their teachers and peers for social and acculturation purposes.

The multiple credit course is a multi-grade-level elective that should be designed with the following student considerations:

- grade-level content
- proficiency level in English
- instructional needs

This course should be tailored to meet the needs of the individual student.

### GENERAL NOTES

**Additional Notes:** To ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in ELLs. To do this, the following practices should be incorporated in the course:

1. Providing opportunities for listening, speaking, reading and writing English skills.
2. Scaffolding of close reading that does not preempt or replace text.
3. Delivering systematic instruction in academic and social vocabulary.
4. Applying grammatical structures and conventions through explicit instruction.
5. Increasing the amount and complexity of text read and independent writing.
6. Asking high-level, communicative and text-specific questions which requires high-level student responses.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**GENERAL INFORMATION**

**Course Number:** 1002180

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** English for Speakers of Other Languages > **Abbreviated Title:** M/J ENGLISH LANG DEV  
**Course Length:** Multiple (M) - Course length can vary  
**Course Attributes:**

- Class Size Core Required

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Grades K-6) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement

# M/J Developmental Language Arts Through ESOL (Reading) (#1002181) 2015 - 2022 (current)

## Course Standards

### Reading Literature

**Standard Notes:** These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Reading Informational Text

**Standard Notes:** These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

### Writing

**Standard Notes:** Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.

### Speaking and Listening

**Standard Notes:** The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

### Language

**Standard Notes:** The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study:**

Name	Description
LAFS.6.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> <li>Consult 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 or its part of speech.</li> <li>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).</li> </ol>
LAFS.6.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., personification) in context.</li> <li>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</li> </ol>
LAFS.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RI.1.3:	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LAFS.6.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

LAFS.6.RI.2.5:	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LAFS.6.RI.2.6:	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.RI.3.9:	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LAFS.6.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.RL.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RL.1.3:	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LAFS.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.6.RL.2.5:	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LAFS.6.RL.2.6:	Explain how an author develops the point of view of the narrator or speaker in a text.
LAFS.6.RL.3.7:	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
LAFS.6.RL.3.9:	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LAFS.6.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</li> <li>b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</li> </ul>
LAFS.6.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
LAFS.7.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</li> <li>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 or its part of speech.</li> <li>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).</li> </ul>
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LAFS.7.L.3.5:	<p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>
LAFS.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LAFS.7.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.7.RI.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LAFS.7.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LAFS.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LAFS.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.RL.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LAFS.7.RL.1.3:	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LAFS.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LAFS.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LAFS.7.RL.2.6:	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LAFS.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LAFS.7.RL.3.9:	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LAFS.7.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a</p>

text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

LAFS.7.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
LAFS.8.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"><li>Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li><li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</li><li>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 or its part of speech.</li><li>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).</li></ol>
LAFS.8.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"><li>Interpret figures of speech (e.g. verbal irony, puns) in context.</li><li>Use the relationship between particular words to better understand each of the words.</li><li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</li></ol>
LAFS.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LAFS.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RI.2.5:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LAFS.8.RI.2.6:	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LAFS.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LAFS.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LAFS.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LAFS.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LAFS.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LAFS.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ol style="list-style-type: none"><li>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li></ol>

LAFS.8.SL.1.1:	<p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p>
LAFS.8.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable middle school students who are native speakers of languages other than English instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

The multiple credit courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs.

### GENERAL NOTES

#### General Notes:

The course includes, but is not limited to, the following:

- determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas;
- interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone;
- analyzing 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;
- integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words;
- delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence;
- analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take;
- writing in response to reading, emulating authors' structures, word choices, styles, etc.

**Additional Notes:** Students entering the upper grades who are not reading and writing on grade level have a variety of intervention needs. No single program or strategy can be successful in remediating the needs of all students. The intervention course should require that students increase the amount and complexity of text they read and write independently throughout the school year to ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in older readers.

The following practices should be incorporated in the course:

1. Scaffolding of close reading is provided but does not preempt or replace text.
2. Systematic instruction in vocabulary is provided.
3. Explicit instruction in applying grammatical structures and conventions is provided.
4. Student independence is cultivated.

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Achievement on standardized tests assessing reading and writing skills is a reflection of students' confidence and competence in reading. Therefore, instruction throughout the school year should ensure students possess the ability to read and comprehend difficult texts and perform challenging tasks associated with those texts. Time spent engaging students in practice tests should be limited, given most students' vast experiences with standardized tests and the relatively small role that knowledge of test format plays in student test performance.**

**In those instances when this course is repeated, the content should be differentiated based on reliable and valid assessment data. If repeated, the required level of student proficiency should increase. 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.**

*The College and Career Readiness (CCR) standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.*

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement plus Reading Endorsement.**

### GENERAL INFORMATION

**Course Number:** 1002181

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** English for Speakers of Other Languages > **Abbreviated Title:** M/J DE LA ESOL-READ

**Number of Credits:** Multiple Credit (more than 1 credit)

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Elective Course  
**Course Status:** Course Approved  
**Grade Level(s):** 6,7,8



**Educator Certifications**

English Speakers of Other Languages (Elementary and Secondary Grades K-12) Plus Reading Endorsement
English (Grades 6-12) Plus Reading Endorsement
Reading (Elementary and Secondary Grades K-12) Plus English Speakers of Other Languages (ESOL) Endorsement
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement Plus Reading Endorsement
Elementary Education (Grades K-6) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement
Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement Plus Reading Endorsement

# M/J Developmental Language Arts Through ESOL (Reading) (#1002181) 2022 - And Beyond

## Course Standards

Name	Description
ELA.6.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p><i>Clarification 2:</i> Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.1.4:	<p>Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use comparative and superlative forms of adjectives.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.5.2:	<p>Use digital tools to produce writing.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.1.1:	<p>Analyze how the interaction between characters contributes to the development of a plot in a literary text.</p> <p><b>Standard Relation to Course: Major</b></p> <p>Analyze the development of stated or implied theme(s) throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that</p>

ELA.6.R.1.2:	<p>communicates the author’s message. See Theme in Glossary.</p> <p><i>Clarification 2:</i> Students should be introduced to the concept of universal themes, although mastery isn’t expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.1.3:	<p>Explain the influence of multiple narrators and/or shifts in point of view in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> When referring to the person of the narrator, the term “point of view” is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.1.4:	<p>Describe the impact of various poetic forms on meaning and style.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.2.1:	<p>Explain how individual text sections and/or features convey meaning in texts.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.2.2:	<p>Analyze the central idea(s), implied or explicit, and its development throughout a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Various types of support could include an author’s use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.2.3:	<p>Analyze authors’ purpose(s) in multiple accounts of the same event or topic.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.2.4:	<p>Track the development of an argument, identifying the types of reasoning used.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.3.1:	<p>Explain how figurative language contributes to tone and meaning in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.3.3:	<p>Compare and contrast how authors from different time periods address the same or related topics.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Texts for this benchmark should be selected from the following literary periods:</p> <ul style="list-style-type: none"> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.3.4:	<p>Identify rhetorical appeals in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will identify the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>

	<p><b>Standard Relation to Course: Major</b></p> <p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.V.1.2:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.6.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.6.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.612.F.2.1:	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <p>a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.</p> <p>b. Accurately segment single-syllable and multisyllabic words.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p> <p>a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.</p> <p>b. Orally break cat into c-a-t/ orally break trouser into trou-ser.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.612.F.2.2:	<p>Know and apply phonics and word analysis skills in decoding words.</p> <p>a. Use an array of strategies to decode single-syllable and multisyllabic words.</p> <p>b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.612.F.2.3:	<p>Know and apply phonics and word analysis skills in encoding words.</p> <p>a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.</p> <p>a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.</p> <p>b. The process of adding single units of sound with meaning to existing word parts to encode a given word.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.612.F.2.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.</p> <p><i>Clarification 2:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p><i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.7.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational</p>

ELA.7.C.1.3:	structure with varied transitions, and acknowledging at least one counterclaim. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques. Standard Relation to Course: Major
ELA.7.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types. Standard Relation to Course: Major
ELA.7.C.1.5:	Improve writing by planning, revising, and editing, considering feedback from adults and peers. Standard Relation to Course: Major
ELA.7.C.2.1:	Present information orally, in a logical sequence, emphasizing key points that support the central idea. <b>Clarifications:</b> <i>Clarification 1:</i> For further guidance, see the Secondary Oral Communication Rubric. Standard Relation to Course: Major
ELA.7.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information. Standard Relation to Course: Major
ELA.7.C.5.2:	Use digital tools to produce and share writing. Standard Relation to Course: Major
ELA.7.R.1.1:	Analyze the impact of setting on character development and plot in a literary text. Standard Relation to Course: Major
ELA.7.R.1.2:	Compare two or more themes and their development throughout a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. <i>Clarification 2:</i> Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. Standard Relation to Course: Major
ELA.7.R.1.3:	Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack of information or background knowledge about what that information means, mental illness, or self-deception. <i>Clarification 2:</i> "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited. Standard Relation to Course: Major
ELA.7.R.1.4:	Analyze the impact of various poetic forms on meaning and style. <b>Clarifications:</b> <i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle. <i>Clarification 2:</i> Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning. Standard Relation to Course: Major
ELA.7.R.2.1:	Explain how individual text sections and/or features convey a purpose in texts. Standard Relation to Course: Major
ELA.7.R.2.2:	Compare two or more central ideas and their development throughout a text. Standard Relation to Course: Major
	Explain how an author establishes and achieves purpose(s) through diction and syntax.

ELA.7.R.2.3:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.  <b>Standard Relation to Course:</b> Major</p>
ELA.7.R.2.4:	<p>Track the development of an argument, analyzing the types of reasoning used and their effectiveness.  <b>Clarifications:</b>  <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.  <i>Clarification 2:</i> Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).  <b>Standard Relation to Course:</b> Major</p>
ELA.7.R.3.1:	<p>Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).  <b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language.  <b>Standard Relation to Course:</b> Major</p>
ELA.7.R.3.2:	<p>Paraphrase content from grade-level texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.  <b>Standard Relation to Course:</b> Major</p>
ELA.7.R.3.3:	<p>Compare and contrast how authors with differing perspectives address the same or related topics or themes.  <b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."  <b>Standard Relation to Course:</b> Major</p>
ELA.7.R.3.4:	<p>Explain the meaning and/or significance of rhetorical devices in a text.  <b>Clarifications:</b>  <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 7.R.3.1 with the addition of irony and rhetorical questioning.  <i>Clarification 2:</i> See Secondary Figurative Language.  <i>Clarification 3:</i> See Rhetorical Devices.  <b>Standard Relation to Course:</b> Major</p>
ELA.7.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.  <b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.  <b>Standard Relation to Course:</b> Major</p>
ELA.7.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.  <b>Standard Relation to Course:</b> Major</p>
ELA.7.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.  <b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.7.R.3.1 and Secondary Figurative Language.  <b>Standard Relation to Course:</b> Major</p>
ELA.8.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.  <b>Standard Relation to Course:</b> Major</p>
ELA.8.C.1.3:	<p>Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <b>Standard Relation to Course:</b> Major</p>
ELA.8.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.  <b>Clarifications:</b></p>

Clarification 1: See Writing Types.  
Standard Relation to Course: Major

ELA.8.C.1.5: Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.  
Standard Relation to Course: Major

Present information orally, in a logical sequence, supporting the central idea with credible evidence.

**Clarifications:**

*Clarification 1:* At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing.

ELA.8.C.2.1:

*Clarification 2:* For further guidance, see the Secondary Oral Communication Rubric.

Standard Relation to Course: Major

Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

**Clarifications:**

*Clarification 1:* Skills to be mastered at this grade level are as follows:

- Appropriately use passive and active voice.
- Use semicolons to form sentences.
- Use verbs with attention to voice and mood.

ELA.8.C.3.1:

Skills to be implemented but not yet mastered are as follows:

- Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.

*Clarification 2:* See Convention Progression by Grade Level for more information.

Standard Relation to Course: Major

ELA.8.C.5.2: Use a variety of digital tools to collaborate with others to produce writing.

Standard Relation to Course: Major

ELA.8.R.1.1: Analyze the interaction between character development, setting, and plot in a literary text.

Standard Relation to Course: Major

Analyze two or more themes and their development throughout a literary text.

**Clarifications:**

*Clarification 1:* For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.

*Clarification 2:* Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

ELA.8.R.1.2:

Standard Relation to Course: Major

Analyze how an author develops and individualizes the perspectives of different characters.

**Clarifications:**

*Clarification 1:* The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

Standard Relation to Course: Major

Analyze structure, sound, imagery, and figurative language in poetry.

**Clarifications:**

*Clarification 1:* Structural elements for this benchmark are form, line length, white space, indentation, line breaks, and stanza breaks.

ELA.8.R.1.4:

*Clarification 2:* Sound can be created through the use of end rhyme, internal rhyme, slant rhyme, alliteration, assonance, consonance, onomatopoeia, repetition, and meter.

*Clarification 3:* Imagery, as used here, refers to language and description that appeals to the five senses.

*Clarification 4:* Figurative language types for this benchmark are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.

Standard Relation to Course: Major

ELA.8.R.2.1: Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.

Standard Relation to Course: Major

ELA.8.R.2.2: Analyze two or more central ideas and their development throughout a text.

Standard Relation to Course: Major

Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

**Clarifications:**

*Clarification 1:* Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

ELA.8.R.2.3:

*Clarification 2:* Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

*Clarification 3:* See Secondary Figurative Language.

	<p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.8.R.2.4:	<p>Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.8.R.3.1:	<p>Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.8.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.8.R.3.3:	<p>Compare and contrast the use or discussion of archetypes in texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Archetypes.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.8.R.3.4:	<p>Explain how an author uses rhetorical devices to support or advance an appeal.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 8.R.3.1 with the addition of irony, rhetorical question, antithesis, and zeugma.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><i>Clarification 3:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><i>Clarification 4:</i> Students will explain the connection between an author's use of rhetorical devices and the appeal—logos, ethos, or pathos—that is being made. Instruction should focus on ensuring students can explain how specific rhetorical devices contribute to the development of the rhetorical appeal(s) the author uses.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.8.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.8.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.8.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.8.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p>



6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for students who are native speakers of languages other than English. This course includes instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing, and vocabulary study with access to a broad range of texts.

*The purpose of this course is to enable middle school students who are native speakers of languages other than English instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.*

*The multiple credit courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs.*

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all

students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

#### **General Notes:**

The course includes, but is not limited to, the following:

- analyzing central ideas of a text (implied or explicit) and its development;
- applying knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level;
- analyzing 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;
- tracking the development of an argument, analyzing the types of reasoning used and their effectiveness;
- analyzing authors' purpose(s) in multiple accounts of the same event or topic;

**Additional Notes:** Students entering the upper grades who are not reading and writing on grade level have a variety of intervention needs. No single program or strategy can be successful in remediating the needs of all students. The intervention course should require that students increase the amount and complexity of text they read and write independently throughout the school year to ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in older readers.

The following practices should be incorporated in the course:

1. Scaffolding of close reading is provided but does not preempt or replace text.
2. Systematic instruction in vocabulary is provided.
3. Explicit instruction in applying grammatical structures and conventions is provided.
4. Student independence is cultivated.

#### **Special Notes:**

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Achievement on standardized tests assessing reading and writing skills is a reflection of students' confidence and competence in reading. Therefore, instruction throughout the school year should ensure students possess the ability to read and comprehend difficult texts and perform challenging tasks associated with those texts. Time spent engaging students in practice tests should be limited, given most students' vast experiences with standardized tests and the relatively small role that knowledge of test format plays in student test performance.

In those instances when this course is repeated, the content should be differentiated based on reliable and valid assessment data. If repeated, the required level of student proficiency should increase. 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.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

#### **VERSION REQUIREMENTS**

Approximately one-third of the titles from the 6th, 7th, and 8th, Grade Sample Book List(s) should be used in instruction, with a focus on grade-appropriate texts specific to student needs.

#### **QUALIFICATIONS**

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**GENERAL INFORMATION**

**Course Number:** 1002181

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** English for Speakers of Other Languages > **Abbreviated Title:** M/J DE LA ESOL-READ

**Number of Credits:** Multiple Credit (more than 1 credit)

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Educator Certifications**

English Speakers of Other Languages (Elementary and Secondary Grades K-12) Plus Reading Endorsement
English (Grades 6-12) Plus Reading Endorsement
Reading (Elementary and Secondary Grades K-12) Plus English Speakers of Other Languages (ESOL) Endorsement
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement Plus Reading Endorsement
Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement Plus Reading Endorsement
Elementary Education (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement

# English 1 Through ESOL (#1002300) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.910.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
LAFS.910.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>
LAFS.910.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>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, or its etymology.</li> <li>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).</li> </ol>
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.910.L.3.6:	<p>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.</p>
LAFS.910.RI.1.1:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.910.RI.1.2:	<p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
LAFS.910.RI.1.3:	<p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
LAFS.910.RI.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
LAFS.910.RI.2.5:	<p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>
LAFS.910.RI.2.6:	<p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>
LAFS.910.RI.3.7:	<p>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>
LAFS.910.RI.3.8:	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the</p>

LAFS.910.RI.3.9:	Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses 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.

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.

- LAFS.910.W.1.2:
- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - 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).

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- LAFS.910.W.1.3:
- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LAFS.910.W.2.5: 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.

LAFS.910.W.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.W.3.7: 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.

LAFS.910.W.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- LAFS.910.W.3.9:
- Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
  - Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

LAFS.910.W.4.10: 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.

ELD.K12.ELL.LA.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

HE.912.C.1.2: Interpret the significance of interrelationships in mental/emotional, physical, and social health.  
**Clarifications:**  
 Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.

HE.912.C.2.5: Evaluate the effect of media on personal and family health.  
**Clarifications:**  
 Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

SS.912.C.2.10: Monitor current public issues in Florida.  
**Clarifications:**  
 Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.

SS.912.C.2.11: Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

## General Course Information and Notes

## VERSION DESCRIPTION

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 content and activities using texts of high complexity to ensure college and career preparation and readiness.

## GENERAL NOTES

### General Notes:

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

## GENERAL INFORMATION

**Course Number:** 1002300

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English for Speakers of Other Languages >

**Abbreviated Title:** ENG 1 THROUGH ESOL

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Educator Certifications**

English Speakers of Other Languages (Elementary and Secondary Grades K-12)

Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement

English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement



# English 1 Through ESOL (#1002300) 2022 - And Beyond

## Course Standards

Name	Description
ELA.9.C.1.2:	<p>Write narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p>
ELA.9.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.9.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p>
ELA.9.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</p>
ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.   <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.9.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level.</p>
ELA.9.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.</p>
ELA.9.C.5.1:	<p>Create digital presentations with coherent ideas and a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p>
ELA.9.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.</p>
ELA.9.R.1.1:	<p>Explain how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.   <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)   <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p>
ELA.9.R.1.2:	<p>Analyze universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between</p>

human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

ELA.9.R.1.3:	Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire. <b>Clarifications:</b> <i>Clarification 1:</i> See Rhetorical Devices for more information on irony.
ELA.9.R.1.4:	Analyze the characters, structures, and themes of epic poetry. <b>Clarifications:</b> <i>Clarification 1:</i> For more information, see Literary Periods.
ELA.9.R.2.1:	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. <b>Clarifications:</b> <i>Clarification 1:</i> Students will analysis the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.9.R.2.2:	Evaluate the support an author uses to develop the central idea(s) throughout a text. <b>Clarifications:</b> <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.
ELA.9.R.2.3:	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 3:</i> See Secondary Figurative Language.  <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.
ELA.9.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims. <b>Clarifications:</b> <i>Clarification 1:</i> Validity refers to the soundness of the arguments.
ELA.9.R.3.1:	Explain how figurative language creates mood in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language.
ELA.9.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
ELA.9.R.3.3:	Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts. <b>Clarifications:</b> <i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.
ELA.9.R.3.4:	Explain an author's use of rhetoric in a text. <b>Clarifications:</b> <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.  <i>Clarification 2:</i> See Secondary Figurative Language and Rhetorical Devices.
ELA.9.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time. <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.
ELA.9.V.1.2:	
ELA.9.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.9.R.3.1 and Secondary Figurative Language.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. <b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

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 content and activities using texts of high complexity to ensure college and career preparation and readiness.

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At

this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

Approximately one-third of the titles from the 9th Grade Sample Book List should be used in instruction.

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

## GENERAL INFORMATION

<b>Course Number:</b> 1002300	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English for Speakers of Other Languages >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> ENG 1 THROUGH ESOL
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9	<ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Graduation Requirement:</b> English	<b>Course Level:</b> 2

## Educator Certifications

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement

# English 2 Through ESOL (#1002310) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.910.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
LAFS.910.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>
LAFS.910.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>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, or its etymology.</li> <li>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).</li> </ol>
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.910.L.3.6:	<p>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.</p>
LAFS.910.RI.1.1:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.910.RI.1.2:	<p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
LAFS.910.RI.1.3:	<p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
LAFS.910.RI.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
LAFS.910.RI.2.5:	<p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>
LAFS.910.RI.2.6:	<p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>
LAFS.910.RI.3.7:	<p>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>
LAFS.910.RI.3.8:	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the</p>

LAFS.910.RI.3.9:	Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses 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.

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.

LAFS.910.W.1.2:	<p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	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.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	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.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>
LAFS.910.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p><b>Clarifications:</b> Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p><b>Clarifications:</b> Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
SS.912.C.2.10:	<p>Monitor current public issues in Florida.</p> <p><b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

## General Course Information and Notes

## VERSION DESCRIPTION

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 content and activities using texts of high complexity to ensure college and career preparation and readiness.

## GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

## GENERAL INFORMATION

<b>Course Number:</b> 1002310	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English for Speakers of Other Languages > <b>Abbreviated Title:</b> ENG 2 THROUGH ESOL
<b>Number of Credits:</b> One (1) credit	<b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 2
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	



**Educator Certifications**

English Speakers of Other Languages (Elementary and Secondary Grades K-12)

English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement

# English 2 Through ESOL (#1002310) 2022 - And Beyond

## Course Standards

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p>
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.</p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.</p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.10.C.5.1:	<p>Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p>
ELA.10.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.</p>
ELA.10.R.1.1:	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:            Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author’s attitude</p>

	<p>Layer 4) author's purpose (interpretation of author's purpose as it is often inferred).</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p>
ELA.10.R.1.4:	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p>
ELA.10.R.2.3:	<p>Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.10.R.3.3:	<p>Analyze how mythical, classical, or religious texts have been adapted.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.</p>
ELA.10.R.3.4:	<p>Analyze an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.10.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject</p>

	areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.10.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time. <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.
ELA.10.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.10.R.3.1 and Secondary Figurative Language.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. <b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

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 content and activities using texts of high complexity to ensure college and career preparation and readiness.

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

## VERSION REQUIREMENTS

Approximately one-third of the titles from the 10th Grade Sample Book List should be used in instruction.

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

## GENERAL INFORMATION

<b>Course Number:</b> 1002310	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English for Speakers of Other Languages >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> ENG 2 THROUGH ESOL
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 10	<ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Graduation Requirement:</b> English	<b>Course Level:</b> 2

## Educator Certifications

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement



# English 3 Through ESOL (#1002320) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RI.1.1:	<p>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.</p>
LAFS.1112.RI.1.2:	<p>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.</p>
LAFS.1112.RI.1.3:	<p>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.</p>
LAFS.1112.RI.2.4:	<p>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 <i>Federalist No. 10</i>).</p>
LAFS.1112.RI.2.5:	<p>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.</p>
LAFS.1112.RI.2.6:	<p>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.</p>
LAFS.1112.RI.3.7:	<p>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.</p>
LAFS.1112.RI.3.8:	<p>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., <i>The Federalist</i>, presidential addresses).</p>
LAFS.1112.RI.3.9:	<p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i>, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second</p>

	Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.RL.1.1:	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.
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.SL.1.1:	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. <ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>



	<ul style="list-style-type: none"> <li>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.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
LAFS.1112.W.1.2:	<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>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.</li> <li>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).</li> </ul>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grades 11–12 Reading standards to literature (e.g., “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”).</li> <li>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ul>
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p><b>Clarifications:</b> Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p><b>Clarifications:</b> Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>

SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.

## General Course Information and Notes

### VERSION DESCRIPTION

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 content and activities using texts of high complexity to ensure college and career preparation and readiness.

### GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

### GENERAL INFORMATION

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English for Speakers

**Course Number:** 1002320

of Other Languages >  
**Abbreviated Title:** ENG 3 THROUGH  
ESOL

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

#### **Educator Certifications**

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement

# English 3 Through ESOL (#1002320) 2022 - And Beyond

## Course Standards

Name	Description
ELA.11.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.11.C.1.3:	Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques. <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate. <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.
ELA.11.C.1.4:	Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.11.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.
ELA.11.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.11.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.
ELA.11.C.4.1:	Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.11.C.5.1:	Create digital presentations to improve the experience of the audience. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.
ELA.11.C.5.2:	Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.
ELA.11.R.1.1:	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

	Track and analyze universal themes in literary texts from different times and places. <b>Clarifications:</b> <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.
ELA.11.R.1.2:	Analyze the author's choices in using juxtaposition to define character perspective. <b>Clarifications:</b> <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast. <i>Clarification 2:</i> The term perspective means "a particular attitude toward or way of regarding something."
ELA.11.R.1.3:	Analyze ways in which poetry reflects themes and issues of its time period. <b>Clarifications:</b> <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods. <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <i>Clarification 2:</i> For more information, see Literary Periods.
ELA.11.R.2.1:	Evaluate the structure(s) and features in texts. <b>Clarifications:</b> <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.11.R.2.2:	Analyze the central idea(s) of speeches and essays from the Classical Period. <b>Clarifications:</b> <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.
ELA.11.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.
ELA.11.R.2.4:	Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends. <b>Clarifications:</b> <i>Clarification 1:</i> Validity refers to the soundness of the arguments. <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.
ELA.11.R.3.1:	Analyze the author's use of figurative language and explain examples of allegory. <b>Clarifications:</b> <i>Clarification 1:</i> Examples of allegory should be taken from the following periods: <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. <i>Clarification 3:</i> See Secondary Figurative Language.
ELA.11.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period. <b>Clarifications:</b> <i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of

ELA.11.R.3.3:	<p>the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p>
ELA.11.R.3.4:	<p>Evaluate an author’s use of rhetoric in text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.11.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.11.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.11.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>

	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.
ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

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 content and activities using texts of high complexity to ensure college and career preparation and readiness.

This course defines what students should understand and be able to do by the end of 11th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

Approximately one-third of the titles from the 11th Grade Sample Book List should be used in instruction.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

**GENERAL INFORMATION**

**Course Number:** 1002320

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English for Speakers of Other Languages >

**Abbreviated Title:** ENG 3 THROUGH ESOL

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 11

**Graduation Requirement:** English

**Educator Certifications**

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement



# English Language Development (#1002380) 2018 - 2022 (current)

## Course Standards

Name	Description
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
ELD.K12.ELL.SC.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable high school students who are native speakers of languages other than English to accelerate the development of communication and literacy skills that will promote English proficiency. This course will strengthen English listening, speaking, reading and writing skills so that students are able to successfully comprehend high school grade-level text independently, as well as communicate for social and instructional purposes within the school setting. Instruction will emphasize reading comprehension, writing fluency, and academic vocabulary through various levels of complexity. Texts used for instruction focus on a wide range of topics in Language Arts, Mathematics, Science, Social Studies and academic language in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities, as well as cite evidence when answering text-dependent questions orally and in writing. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text. Explicit support is decreased or removed progressively as the reading and writing abilities of the students improve over time. The course will also provide extensive opportunities for students to learn English by communicating and collaborating with their teachers and peers for social and acculturation purposes.

The multiple credit course is a multi-grade-level elective that should be designed with the following student considerations:

- grade-level content
- proficiency level in English
- instructional needs

This course should be tailored to meet the needs of the individual student. Appropriate benchmarks from the following set of standards should be identified to develop an appropriate curriculum.

**Additional Notes:** To ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in ELLs. To do this, the following practices should be incorporated in the course:

1. Providing opportunities for listening, speaking, reading and writing English skills.
2. Scaffolding of close reading that does not preempt or replace text.
3. Delivering systematic instruction in academic and social vocabulary.
4. Applying grammatical structures and conventions through explicit instruction.
5. Increasing the amount and complexity of text read and independent writing.
6. Asking high-level, communicative and text-specific questions which requires high-level student responses.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

{{AzureStorageLink}}/uploads/docs/standards/eld/la.pdf

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

**GENERAL INFORMATION**

**Course Number:** 1002380

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English for Speakers of Other Languages >

**Abbreviated Title:** ENGLISH LANG DEV

**Number of Credits:** Multiple credits

**Course Length:** Multiple (M) - Course length can vary

**Course Attributes:**

- Class Size Core Required

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12,30,31

**Educator Certifications**

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Grades K-6) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement

# English Language Development (#1002380) 2022 - And Beyond

## Course Standards

Name	Description
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
ELD.K12.ELL.SC.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable high school students who are native speakers of languages other than English to accelerate the development of communication and literacy skills that will promote English proficiency. This course will strengthen English listening, speaking, reading and writing skills so that students are able to successfully comprehend high school grade-level text independently, as well as communicate for social and instructional purposes within the school setting. Instruction will emphasize reading comprehension, writing fluency, and academic vocabulary through various levels of complexity. Texts used for instruction focus on a wide range of topics in Language Arts, Mathematics, Science, Social Studies and academic language in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities, as well as cite evidence when answering text-dependent questions orally and in writing. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text. Explicit support is decreased or removed progressively as the reading and writing abilities of the students improve over time. The course will also provide extensive opportunities for students to learn English by communicating and collaborating with their teachers and peers for social and acculturation purposes.

The multiple credit course is a multi-grade-level elective that should be designed with the following student considerations:

- grade-level content
- proficiency level in English
- instructional needs

This course should be tailored to meet the needs of the individual student. Appropriate benchmarks from the following set of standards should be identified to develop an appropriate curriculum.

**Additional Notes:** To ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in ELLs. To do this, the following practices should be incorporated in the course:

1. Providing opportunities for listening, speaking, reading and writing English skills.
2. Scaffolding of close reading that does not preempt or replace text.
3. Delivering systematic instruction in academic and social vocabulary.
4. Applying grammatical structures and conventions through explicit instruction.
5. Increasing the amount and complexity of text read and independent writing.
6. Asking high-level, communicative and text-specific questions which requires high-level student responses.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

**GENERAL INFORMATION**

**Course Number:** 1002380

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English for Speakers of Other Languages >

**Abbreviated Title:** ENGLISH LANG DEV

**Number of Credits:** Multiple credits

**Course Length:** Multiple (M) - Course length can vary

**Course Attributes:**

- Class Size Core Required

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Middle Grades English (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
Middle Grades Integrated Curriculum (Middle Grades 5-9) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Grades K-6) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement

# Developmental Language Arts Through ESOL (Reading) (#1002381) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RI.1.1:	<p>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.</p>
LAFS.1112.RI.1.2:	<p>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.</p>
LAFS.1112.RI.1.3:	<p>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.</p>
LAFS.1112.RI.2.4:	<p>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).</p>
LAFS.1112.RI.2.5:	<p>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.</p>
LAFS.1112.RI.2.6:	<p>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.</p>
LAFS.1112.RI.3.7:	<p>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.</p>
LAFS.1112.RI.3.8:	<p>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).</p>
LAFS.1112.RI.3.9:	<p>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.</p>
LAFS.1112.RI.4.10:	<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.</p>
LAFS.1112.RL.1.1:	<p>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.</p>
LAFS.1112.RL.1.2:	<p>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.</p>

LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  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.
LAFS.1112.SL.1.1:	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.
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.3.7:	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.  Draw evidence from literary or informational texts to support analysis, reflection, and research.
LAFS.1112.W.3.9:	a. Apply grades 11–12 Reading standards to literature (e.g., "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"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LAFS.1112.W.4.10:	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.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LAFS.910.L.1.2:	a. Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.

LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>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, or its etymology.</li> <li>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).</li> </ol>
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.910.L.3.6:	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.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.5:	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LAFS.910.RI.2.6:	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
LAFS.910.RI.4.10:	<p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	<p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the</p>

LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.3.7:	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.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</li> <li>Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</li> </ol>
LAFS.910.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to provide students who are native speakers of languages other than English instruction enabling students to accelerate the development of reading and writing skills and to strengthen these skills so they are able to successfully read, write, and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text.

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

### GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes



- developing and supporting argumentative claims
- crafting coherent, supported informative/expository texts
- responding to literature for personal and analytical purposes
- writing narratives to develop real or imagined events
- writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Special Notes:**

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Additional Notes:** 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. The reading intervention course should require that students increase the amount and complexity of text they read independently throughout the school year, as these students do not have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

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 readers. The instructional approaches should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring.

Instruction 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 ensure mastery.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**QUALIFICATIONS**

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement plus Reading Endorsement.**

**GENERAL INFORMATION**

<b>Course Number:</b> 1002381	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English for Speakers of Other Languages >
	<b>Abbreviated Title:</b> DEV LANG ARTS ESOL-R
<b>Number of Credits:</b> Multiple credits	<b>Course Length:</b> Multiple (M) - Course length can vary
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 2
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	

**Educator Certifications**

English Speakers of Other Languages (Elementary and Secondary Grades K-12) Plus Reading Endorsement

English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement Plus Reading Endorsement

Reading (Elementary and Secondary Grades K-12) Plus English Speakers of Other Languages (ESOL) Endorsement

# Developmental Language Arts Through ESOL (Reading) (#1002381) 2022 - And Beyond

## Course Standards

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.            Standard Relation to Course: Major</p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.            Standard Relation to Course: Major</p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.10.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.            Standard Relation to Course: Major</p>
ELA.10.R.1.1:	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:            Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author's attitude            Layer 4) author's purpose (interpretation of author's purpose as it is often inferred).</p>

	<p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.4:	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.3:	<p>Analyze how mythical, classical, or religious texts have been adapted.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome’s Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization’s early history. Religious texts for this benchmark include works such as the Bible.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.4:	<p>Analyze an author’s use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>

Standard Relation to Course: Major

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.10.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Standard Relation to Course: Major

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.10.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

Standard Relation to Course: Major

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

ELA.10.V.1.3:

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.10.R.3.1 and Secondary Figurative Language.

Standard Relation to Course: Major

Write complex narratives using appropriate techniques to establish multiple perspectives.

**Clarifications:**

*Clarification 1:* See Writing Types and Narrative Techniques.

ELA.11.C.1.2:

Standard Relation to Course: Major

Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.

**Clarifications:**

*Clarification 1:* See Writing Types and Elaborative Techniques.

ELA.11.C.1.3:

*Clarification 2:* Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.

*Clarification 3:* These written works will take longer and are meant to reflect thorough research and analysis.

Standard Relation to Course: Major

Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.

**Clarifications:**

*Clarification 1:* See Writing Types.

ELA.11.C.1.4:

Standard Relation to Course: Major

Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.

ELA.11.C.1.5:

Standard Relation to Course: Major

Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.

**Clarifications:**

*Clarification 1:* At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.

ELA.11.C.2.1:

*Clarification 2:* For further guidance, see the Secondary Oral Communication Rubric.

Standard Relation to Course: Major

Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

**Clarifications:**

*Clarification 1:* Skills to be mastered at this grade level are as follows:

ELA.11.C.3.1:

- Use knowledge of usage rules to create flow in writing and presenting.

*Clarification 2:* See Convention Progression by Grade Level for more information.

Standard Relation to Course: Major

Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.

ELA.11.C.5.2:

Standard Relation to Course: Major

Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.

**Clarifications:**

*Clarification 1:* Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.

*Clarification 2:* For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:

ELA.11.R.1.1:	<p>Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author's attitude  Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.2:	<p>Track and analyze universal themes in literary texts from different times and places.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.3:	<p>Analyze the author's choices in using juxtaposition to define character perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means "a particular attitude toward or way of regarding something."</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.4:	<p>Analyze ways in which poetry reflects themes and issues of its time period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><i>Clarification 2:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.1:	<p>Evaluate the structure(s) and features in texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.2:	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.3:	<p>Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.4:	<p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.1:	<p>Analyze the author's use of figurative language and explain examples of allegory.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> </ul>

	<ul style="list-style-type: none"> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.R.3.3:	<p>Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.R.3.4:	<p>Evaluate an author's use of rhetoric in text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.11.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.12.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p><b>Standard Relation to Course:</b> Major</p>
	<p>Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.</p>

ELA.12.C.1.3:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis.  <b>Standard Relation to Course:</b> Major</p>
ELA.12.C.1.4:	<p>Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  <b>Standard Relation to Course:</b> Major</p>
ELA.12.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.  <b>Standard Relation to Course:</b> Major</p>
ELA.12.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.  <b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  <b>Standard Relation to Course:</b> Major</p>
ELA.12.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Convention Progression by Grade Level for more information.  <b>Standard Relation to Course:</b> Major</p>
ELA.12.C.5.2:	<p>Create, publish, and share multimedia texts through a variety of digital formats.  <b>Standard Relation to Course:</b> Major</p>
ELA.12.R.1.1:	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.  <b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:  Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.  <i>Clarification 4:</i> Functional significance refers to the role each element plays in creating meaning or effect for the reader.  <b>Standard Relation to Course:</b> Major</p>
ELA.12.R.1.2:	<p>Analyze two or more themes and evaluate their development throughout a literary text.  <b>Clarifications:</b>  <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message.  <b>Standard Relation to Course:</b> Major</p>
ELA.12.R.1.3:	<p>Evaluate the development of character perspective, including conflicting perspectives.  <b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.  <b>Standard Relation to Course:</b> Major</p>
ELA.12.R.1.4:	<p>Evaluate works of major poets in their historical context.  <b>Clarifications:</b>  <i>Sample poets for this benchmark include:</i></p> <ul style="list-style-type: none"> <li>• Emily Dickinson</li> <li>• Langston Hughes</li> <li>• Robert Frost</li> <li>• Phillis Wheatley</li> <li>• Edna St. Vincent Millay</li> <li>• Countee Cullen</li> <li>• Robert Burns</li> <li>• Percy Bysshe Shelley</li> </ul>



*Clarification 1:* A poet's historical context is the period in which the writing occurred, not when it was discovered or became resurgent.

*Clarification 2:* Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.

*Clarification 3:* For more information, see Literary Periods.

**Standard Relation to Course: Major**

Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.

**Clarifications:**

*Clarification 1:* Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

*Clarification 2:* Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

**Standard Relation to Course: Major**

Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.

**Standard Relation to Course: Major**

Evaluate an author's choices in establishing and achieving purpose(s).

**Standard Relation to Course: Major**

Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.

**Clarifications:**

*Clarification 1:* For more information on types of reasoning, see Types of Logical Reasoning.

*Clarification 2:* See Rhetorical Appeals and Rhetorical Devices.

*Clarification 3:* Validity refers to the soundness of the arguments.

**Standard Relation to Course: Major**

Evaluate an author's use of figurative language.

**Clarifications:**

*Clarification 1:* Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

*Clarification 2:* See Secondary Figurative Language.

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

**Clarifications:**

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

**Standard Relation to Course: Major**

Analyze the influence of classic literature on contemporary world texts.

**Clarifications:**

*Clarification 1:* Classic literature for this benchmark should be drawn from and representative of the following periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

*Clarification 2:* Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.

**Standard Relation to Course: Major**

Evaluate rhetorical choices across multiple texts.

**Clarifications:**

*Clarification 1:* Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course: Major**

ELA.12.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.V.1.2:	<p>Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><i>Clarification 3:</i> See Foreign Words and Phrases for a list of commonly used foreign phrases.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.12.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.612.F.2.1:	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ol style="list-style-type: none"> <li>a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.</li> <li>b. Accurately segment single-syllable and multisyllabic words.</li> </ol> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p> <ol style="list-style-type: none"> <li>a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.</li> <li>b. Orally break cat into c-a-t/ orally break trouser into trou-ser.</li> </ol> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.612.F.2.2:	<p>Know and apply phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>a. Use an array of strategies to decode single-syllable and multisyllabic words.</li> <li>b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.</li> </ol> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.612.F.2.3:	<p>Know and apply phonics and word analysis skills in encoding words.</p> <ol style="list-style-type: none"> <li>a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.</li> </ol> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.</p> <ol style="list-style-type: none"> <li>a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.</li> <li>b. The process of adding single units of sound with meaning to existing word parts to encode a given word.</li> </ol> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.9.C.1.2:	<p>Write narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p><b>Standard Relation to Course: Major</b></p> <p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone</p>

ELA.9.C.1.3:	<p>appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  Standard Relation to Course: Major</p>
ELA.9.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  Standard Relation to Course: Major</p>
ELA.9.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.  Standard Relation to Course: Major</p>
ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  Standard Relation to Course: Major</p>
ELA.9.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level.  Standard Relation to Course: Major</p>
ELA.9.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.  Standard Relation to Course: Major</p>
ELA.9.R.1.1:	<p>Explain how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.  Standard Relation to Course: Major</p>
ELA.9.R.1.2:	<p>Analyze universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.  Standard Relation to Course: Major</p>
ELA.9.R.1.3:	<p>Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Rhetorical Devices for more information on irony.  Standard Relation to Course: Major</p>
ELA.9.R.1.4:	<p>Analyze the characters, structures, and themes of epic poetry.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see Literary Periods.  Standard Relation to Course: Major</p>
ELA.9.R.2.1:	<p>Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will analysis the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>

Standard Relation to Course: Major

Evaluate the support an author uses to develop the central idea(s) throughout a text.

**Clarifications:**

*Clarification 1:* In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

*Clarification 2:* See Rhetorical Appeals and Rhetorical Devices.

Standard Relation to Course: Major

Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

**Clarifications:**

*Clarification 1:* Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

*Clarification 2:* Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

Standard Relation to Course: Major

Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.

**Clarifications:**

*Clarification 1:* Validity refers to the soundness of the arguments.

Standard Relation to Course: Major

Explain how figurative language creates mood in text(s).

**Clarifications:**

*Clarification 1:* Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

*Clarification 2:* See Secondary Figurative Language.

Standard Relation to Course: Major

Paraphrase content from grade-level texts.

**Clarifications:**

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

Standard Relation to Course: Major

Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.

**Clarifications:**

*Clarification 1:* The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.

Standard Relation to Course: Major

Explain an author's use of rhetoric in a text.

**Clarifications:**

*Clarification 1:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.

*Clarification 2:* See Secondary Figurative Language and Rhetorical Devices.

Standard Relation to Course: Major

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Standard Relation to Course: Major

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

Standard Relation to Course: Major

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.  
*Clarification 3:* See ELA.9.R.3.1 and Secondary Figurative Language.  
**Standard Relation to Course:** Major

<p>ELA.K12.EE.1.1:</p>	<p>Cite evidence to explain and justify reasoning.  <b>Clarifications:</b>            K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.            2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.            4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.            6-8 Students continue with previous skills and use a style guide to create a proper citation.            9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.  <b>Standard Relation to Course:</b> Supporting</p>
<p>ELA.K12.EE.2.1:</p>	<p>Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b>            See Text Complexity for grade-level complexity bands and a text complexity rubric.  <b>Standard Relation to Course:</b> Supporting</p>
<p>ELA.K12.EE.3.1:</p>	<p>Make inferences to support comprehension.  <b>Clarifications:</b>            Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.  <b>Standard Relation to Course:</b> Supporting</p>
<p>ELA.K12.EE.4.1:</p>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>            In kindergarten, students learn to listen to one another respectfully.            In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.            In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.  <b>Standard Relation to Course:</b> Supporting</p>
<p>ELA.K12.EE.5.1:</p>	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>            Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.  <b>Standard Relation to Course:</b> Supporting</p>
<p>ELA.K12.EE.6.1:</p>	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>            In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.  <b>Standard Relation to Course:</b> Supporting</p>
<p>ELD.K12.ELL.LA.1:</p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.  <b>Standard Relation to Course:</b> Supporting</p>
<p>ELD.K12.ELL.SI.1:</p>	<p>English language learners communicate for social and instructional purposes within the school setting.  <b>Standard Relation to Course:</b> Supporting</p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to provide students who are native speakers of languages other than English instruction that enables students to accelerate the development of reading and writing skills and to strengthen these skills so they are able to successfully read, write, and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text.

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analyzing literature and informational texts from varied literary periods to examine:
  - key elements and universal themes of literature
  - text structures and/or features convey a purpose and/or meaning in texts
  - figurative language and rhetoric use
  - influence of history, culture, and setting on language
- writing for varied purposes
  - arguing a position using supporting claims
  - writing expository texts to explain and analyze information from multiple sources
  - responding to literature for personal and analytical purposes
  - writing narratives using narrative techniques, varied transitions, and a clearly established point of view
  - writing to sources using text- based evidence and reasoning
- conducting research to answer questions, drawing on multiple reliable and valid sources
- creating and collaborating presentation with coherent ideas with peers, including considering feedback

**Additional Notes:** 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. The reading intervention course should require that students increase the amount and complexity of text they read independently throughout the school year, as these students do not have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

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 readers. The instructional approaches should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring.

Instruction 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 ensure mastery.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

Approximately one-third of the titles from the 9th-12th Grade(s) Sample Book List(s) should be used in instruction, with grade-appropriate texts selected based on student need.

## QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement plus Reading Endorsement.**

## GENERAL INFORMATION

**Course Number:** 1002381

**Number of Credits:** Multiple credits

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English for Speakers of Other Languages >

**Abbreviated Title:** DEV LANG ARTS ESOL-R

**Course Length:** Multiple (M) - Course length can vary

**Course Attributes:**

- Class Size Core Required

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending

Approval

**Educator Certifications**

English Speakers of Other Languages (Elementary and Secondary Grades K-12) Plus Reading Endorsement

English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement Plus Reading Endorsement

Reading (Elementary and Secondary Grades K-12) Plus English Speakers of Other Languages (ESOL) Endorsement

# English 4 Through ESOL (#1002520) 2015 - 2022 (current)

## Course Standards

### Additional Requirements:

The following Florida State Standards for Mathematical Practices are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.1112.L.1.1:	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., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i> ) as needed.
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
LAFS.1112.L.2.3:	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. a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , 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).
LAFS.1112.L.3.5:	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.
LAFS.1112.L.3.6:	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.
LAFS.1112.RI.1.1:	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.
LAFS.1112.RI.1.2:	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.
LAFS.1112.RI.1.3:	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.
LAFS.1112.RI.2.4:	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 <i>Federalist No. 10</i> ).
LAFS.1112.RI.2.5:	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.
LAFS.1112.RI.2.6:	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.



LAFS.1112.RI.3.7:	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.
LAFS.1112.RI.3.8:	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., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.RL.1.1:	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.
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  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.
LAFS.1112.SL.1.1:	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. <ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> <li>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,</li> </ul>

LAFS.1112.W.1.1:	<p>and evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.1112.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 11–12 Reading standards to literature (e.g., “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”).</li> <li>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ol>
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. <b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. <b>Clarifications:</b> Verbal and written communication, active listening, and how to seek help for a friend.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.

## General Course Information and Notes

### VERSION DESCRIPTION

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 content and activities using texts of high complexity to ensure college and career preparation and readiness.

### GENERAL NOTES

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

### GENERAL INFORMATION

**Course Number:** 1002520

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English for Speakers of Other Languages >

**Abbreviated Title:** ENG 4 THROUGH ESOL

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

### Educator Certifications

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement

# English 4 Through ESOL (#1002520) 2022 - And Beyond

## Course Standards

Name	Description
ELA.12.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p>
ELA.12.C.1.3:	<p>Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis.</p>
ELA.12.C.1.4:	<p>Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p>
ELA.12.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.</p>
ELA.12.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.12.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Convention Progression by Grade Level for more information.</p>
ELA.12.C.4.1:	<p>Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.12.C.5.1:	<p>Design and evaluate digital presentations for effectiveness.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p>
ELA.12.C.5.2:	<p>Create, publish, and share multimedia texts through a variety of digital formats.</p>
ELA.12.R.1.1:	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:            Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author's attitude            Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.  <i>Clarification 4:</i> Functional significance refers to the role each element plays in creating meaning or effect for the reader.</p>
	<p>Analyze two or more themes and evaluate their development throughout a literary text.</p>

ELA.12.R.1.2:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message.</p>
ELA.12.R.1.3:	<p>Evaluate the development of character perspective, including conflicting perspectives.  <b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p>
ELA.12.R.1.4:	<p>Evaluate works of major poets in their historical context.  <b>Clarifications:</b>  <i>Sample poets for this benchmark include:</i></p> <ul style="list-style-type: none"> <li>• Emily Dickinson</li> <li>• Langston Hughes</li> <li>• Robert Frost</li> <li>• Phillis Wheatley</li> <li>• Edna St. Vincent Millay</li> <li>• Countee Cullen</li> <li>• Robert Burns</li> <li>• Percy Bysshe Shelley</li> </ul> <p><i>Clarification 1:</i> A poet’s historical context is the period in which the writing occurred, not when it was discovered or became resurgent.</p> <p><i>Clarification 2:</i> Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.</p> <p><i>Clarification 3:</i> For more information, see Literary Periods.</p>
ELA.12.R.2.1:	<p>Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.12.R.2.2:	<p>Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.</p>
ELA.12.R.2.3:	<p>Evaluate an author’s choices in establishing and achieving purpose(s).</p>
ELA.12.R.2.4:	<p>Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors’ reasoning, use of the same information, and/or the authors’ rhetoric.  <b>Clarifications:</b>  <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><i>Clarification 3:</i> Validity refers to the soundness of the arguments.</p>
ELA.12.R.3.1:	<p>Evaluate an author’s use of figurative language.  <b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.12.R.3.2:	<p>Paraphrase content from grade-level texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.12.R.3.3:	<p>Analyze the influence of classic literature on contemporary world texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Classic literature for this benchmark should be drawn from and representative of the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.</p>

Evaluate rhetorical choices across multiple texts.

**Clarifications:**

*Clarification 1:* Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.

ELA.12.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.12.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.12.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

*Clarification 3:* See Foreign Words and Phrases for a list of commonly used foreign phrases.

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

ELA.12.V.1.3:

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.12.R.3.1 and Secondary Figurative Language.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and

	applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

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 content and activities using texts of high complexity to ensure college and career preparation and readiness.

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

Approximately one-third of the titles from the 12th Grade Sample Book List should be used in instruction.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

### GENERAL INFORMATION

**Course Number:** 1002520  
**Course Path:** **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English for Speakers



of Other Languages >  
**Abbreviated Title:** ENG 4 THROUGH  
ESOL

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 12

**Graduation Requirement:** English

**Educator Certifications**

English Speakers of Other Languages (Elementary and Secondary Grades K-12)
English (Grades 6-12) Plus English Speakers of Other Languages (ESOL) Endorsement

# Semantics and Logic Honors (#1004300) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.</p> <p><i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.</p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types.</p>
ELA.11.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.11.C.5.1:	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.</p>
ELA.11.C.5.2:	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.</p>
ELA.11.R.2.1:	<p>Evaluate the structure(s) and features in texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.11.R.2.2:	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.11.R.2.3:	<p>Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p> <p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.</p>

ELA.11.R.2.4:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p>
ELA.11.R.3.1:	<p>Analyze the author’s use of figurative language and explain examples of allegory.  <b>Clarifications:</b>  <i>Clarification 1:</i> Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 3:</i> See Secondary Figurative Language.</p>
ELA.11.R.3.2:	<p>Paraphrase content from grade-level texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.11.R.3.3:	<p>Compare and contrast how contemporaneous authors address related topics, comparing the authors’ use of reasoning, and analyzing the texts within the context of the time period.  <b>Clarifications:</b>  <i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p>
ELA.11.R.3.4:	<p>Evaluate an author’s use of rhetoric in text.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.  <i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.  <i>Clarification 3:</i> See Secondary Figurative Language.  <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.11.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.  <b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.  <b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.11.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.  <b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p>

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.11.R.3.1 and Secondary Figurative Language.

ELA.12.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.12.C.1.3:	Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis.
ELA.12.R.2.2:	Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.
ELA.12.R.2.3:	Evaluate an author's choices in establishing and achieving purpose(s).
ELA.12.R.2.4:	Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric. <b>Clarifications:</b> <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.  <i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.  <i>Clarification 3:</i> Validity refers to the soundness of the arguments.
ELA.12.R.3.1:	Evaluate an author's use of figurative language. <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language.
ELA.12.R.3.4:	Evaluate rhetorical choices across multiple texts. <b>Clarifications:</b> <i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.  <i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.  <i>Clarification 3:</i> See Secondary Figurative Language.  <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. <b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b>

	In kindergarten, students learn to listen to one another respectfully.
ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to provide students knowledge of the principles of semantics and logic using texts of high complexity and advanced integrated language arts study.

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

### GENERAL NOTES

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

- active reading of advanced texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of informational texts from varied literary periods to examine:
  - semantic concepts of text and changes across literary periods
  - arguments and claims supported by textual evidence, including logical fallacies
  - power and impact of language
  - inductive and deductive reasoning
  - critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

**Course Number:** 1004300

**Course Path:** **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Language and Logic >

**Abbreviated Title:** SEMANTICS - LOGIC  
HON

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Attributes:**

- Honors

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

English (Grades 6-12)
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# World Literature (#1005300) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.9.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  <b>Standard Relation to Course:</b> Major</p>
ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.9.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.9.R.1.1:	<p>Explain how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.9.R.1.2:	<p>Analyze universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.9.R.1.3:	<p>Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Rhetorical Devices for more information on irony.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.9.R.1.4:	<p>Analyze the characters, structures, and themes of epic poetry.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.9.R.3.1:	<p>Explain how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p>

	<p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.9.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.9.R.3.3:	<p>Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.9.R.3.4:	<p>Explain an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language and Rhetorical Devices.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.9.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.9.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.9.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.9.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course:</b> Supporting</p>
	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>



ELA.K12.EE.4.1:	<p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of appropriate complexity, to develop knowledge of world literature while honing their reading skills and increasing their knowledge base. Emphasis will be on representative world literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the selections.

### GENERAL NOTES

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

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments, themes, and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

One-third of the 9th Grade Sample Book List, or selections by the authors represented on the list, should be included in instructional materials, augmented with selections of similar quality that will reinforce the concepts, vocabulary and skills in the English I.

### GENERAL INFORMATION

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

**Course Number:** 1005300

Grades 9 to 12 and Adult Education  
Courses > **Subject:** English/Language  
Arts > **SubSubject:** Literature >

**Abbreviated Title:** WORLD LIT

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

# American Literature (#1005310) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.            Standard Relation to Course: Major</p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.   <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.             Standard Relation to Course: Major</p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.10.R.1.1:	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.   <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:            Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author's attitude            Layer 4) author's purpose (interpretation of author's purpose as it is often inferred).   <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.             Standard Relation to Course: Major</p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.            Standard Relation to Course: Major</p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see Literary Periods.            Standard Relation to Course: Major</p>
	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p>

ELA.10.R.1.4:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see Literary Periods.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).  <b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.R.3.3:	<p>Analyze how mythical, classical, or religious texts have been adapted.  <b>Clarifications:</b>  <i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome’s Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization’s early history. Religious texts for this benchmark include works such as the Bible.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.R.3.4:	<p>Analyze an author’s use of rhetoric in a text.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.  <i>Clarification 3:</i> See Secondary Figurative Language.  <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.  <b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.  <b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.  <b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.10.R.3.1 and Secondary Figurative Language.  <b>Standard Relation to Course:</b> Major</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.  <b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.</p>

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.  <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of appropriate complexity, to develop knowledge of American literature while honing their reading skills and increasing their knowledge base. Emphasis will be on representative American literature, highlighting the major genres, themes, issues, and influences associated with the selections.

### GENERAL NOTES

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

- active reading of varied American literary texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied American literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
- collaboration amongst peers

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or

produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

One-third of the 10th Grade Sample Book List, or selections by the authors represented on the list, should be included in instructional materials, augmented with selections of similar quality that will reinforce the concepts, vocabulary and skills in the English 2.

## GENERAL INFORMATION

<b>Course Number:</b> 1005310	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> AMER LIT
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> State Board Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

## Educator Certifications

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# Modern Literature (#1005312) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RI.1.1:	<p>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.</p>
LAFS.1112.RI.1.2:	<p>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.</p>
LAFS.1112.RI.1.3:	<p>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.</p>
LAFS.1112.RI.2.4:	<p>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 <i>Federalist No. 10</i>).</p>
LAFS.1112.RI.2.5:	<p>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.</p>
LAFS.1112.RI.2.6:	<p>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.</p>
LAFS.1112.RI.3.7:	<p>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.</p>
LAFS.1112.RI.4.10:	<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.</p>
LAFS.1112.RL.1.1:	<p>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.</p>

LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  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.
LAFS.1112.SL.1.1:	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.
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	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.
	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.



LAFS.1112.W.1.2:	<p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “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”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
LAFS.1112.W.4.10:	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.
LAFS.K12.L.3.4:	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.
LAFS.K12.R.1.1:	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.
LAFS.K12.R.3.7:	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LAFS.K12.R.3.8:	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.
LAFS.K12.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LAFS.K12.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LAFS.K12.W.2.6:	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

## General Course Information and Notes

### GENERAL NOTES

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of modern literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative modern literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the literary period.

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn.
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments, themes, and claims supported by textual evidence
  - power and impact of language

- influence of history, culture, and setting on language
- personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text-based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions.
- collaboration amongst peers

**Instructional Practices**

Teaching well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

**GENERAL INFORMATION**

<b>Course Number:</b> 1005312	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
	<b>Abbreviated Title:</b> MODERN LITERATURE
<b>Number of Credits:</b> One (1) credit	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 2
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12,30,31	
<b>Graduation Requirement:</b> English	

**Educator Certifications**

English (Grades 6-12)

# Modern Literature (#1005312) 2022 - And Beyond

## Course Standards

Name	Description
ELA.12.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.12.C.1.3:	<p>Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis.            Standard Relation to Course: Major</p>
ELA.12.C.1.4:	<p>Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.12.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.            Standard Relation to Course: Major</p>
ELA.12.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.12.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.12.C.4.1:	<p>Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.            Standard Relation to Course: Major</p>
ELA.12.C.5.1:	<p>Design and evaluate digital presentations for effectiveness.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.            Standard Relation to Course: Major</p>
ELA.12.C.5.2:	<p>Create, publish, and share multimedia texts through a variety of digital formats.            Standard Relation to Course: Major</p>
ELA.12.R.1.1:	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:            Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author's attitude            Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)</p>

*Clarification 3:* Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

*Clarification 4:* Functional significance refers to the role each element plays in creating meaning or effect for the reader.

**Standard Relation to Course: Major**

ELA.12.R.1.2: Analyze two or more themes and evaluate their development throughout a literary text.

**Clarifications:**

*Clarification 1:* For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.

**Standard Relation to Course: Major**

ELA.12.R.1.3: Evaluate the development of character perspective, including conflicting perspectives.

**Clarifications:**

*Clarification 1:* The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

**Standard Relation to Course: Major**

ELA.12.R.1.4: Evaluate works of major poets in their historical context.

**Clarifications:**

*Sample poets for this benchmark include:*

- Emily Dickinson
- Langston Hughes
- Robert Frost
- Phillis Wheatley
- Edna St. Vincent Millay
- Countee Cullen
- Robert Burns
- Percy Bysshe Shelley

*Clarification 1:* A poet's historical context is the period in which the writing occurred, not when it was discovered or became resurgent.

*Clarification 2:* Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.

*Clarification 3:* For more information, see Literary Periods.

**Standard Relation to Course: Major**

ELA.12.R.2.1: Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.

**Clarifications:**

*Clarification 1:* Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

*Clarification 2:* Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

**Standard Relation to Course: Major**

ELA.12.R.2.2: Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.

**Standard Relation to Course: Major**

ELA.12.R.2.3: Evaluate an author's choices in establishing and achieving purpose(s).

**Standard Relation to Course: Major**

Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.

**Clarifications:**

*Clarification 1:* For more information on types of reasoning, see Types of Logical Reasoning.

ELA.12.R.2.4: *Clarification 2:* See Rhetorical Appeals and Rhetorical Devices.

*Clarification 3:* Validity refers to the soundness of the arguments.

**Standard Relation to Course: Major**

ELA.12.R.3.1: Evaluate an author's use of figurative language.

**Clarifications:**

*Clarification 1:* Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

*Clarification 2:* See Secondary Figurative Language.

**Standard Relation to Course: Major**

ELA.12.R.3.2: Paraphrase content from grade-level texts.

**Clarifications:**

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

**Standard Relation to Course: Major**

ELA.12.R.3.3:	<p>Analyze the influence of classic literature on contemporary world texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Classic literature for this benchmark should be drawn from and representative of the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.12.R.3.4:	<p>Evaluate rhetorical choices across multiple texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.12.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.12.V.1.2:	<p>Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><i>Clarification 3:</i> See Foreign Words and Phrases for a list of commonly used foreign phrases.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.12.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.12.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p>

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of modern literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative modern literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the literary period.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn.
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments, themes, and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
- effective collaboration strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions.
- collaboration amongst peers

## English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

## VERSION REQUIREMENTS

One-third of the ELA Sample Book List should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1005312

**Course Path:** **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** MODERN LITERATURE

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course  
**Course Status:** Draft - Course Pending Approval  
**Graduation Requirement:** English

**Course Level:** 2

## Educator Certifications

English (Grades 6-12)
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# British Literature (#1005320) 2018 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RI.1.1:	<p>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.</p>
LAFS.1112.RI.1.2:	<p>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.</p>
LAFS.1112.RI.1.3:	<p>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.</p>
LAFS.1112.RI.2.4:	<p>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 <i>Federalist No. 10</i>).</p>
LAFS.1112.RI.2.5:	<p>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.</p>
LAFS.1112.RI.2.6:	<p>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.</p>
LAFS.1112.RI.3.7:	<p>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.</p>
LAFS.1112.RI.3.8:	<p>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., <i>The Federalist</i>, presidential addresses).</p>
LAFS.1112.RI.3.9:	<p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i>, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>



LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.RL.1.1:	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.
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.SL.1.1:	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. <ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline</li> </ul>

	<p>in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
LAFS.1112.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 11–12 Reading standards to literature (e.g., “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”).</li> <li>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ol>
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p><b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p><b>Clarifications:</b> Verbal and written communication, active listening, and how to seek help for a friend.</p>
SS.912.C.2.8:	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Clarifications:</b></p>

	Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of British and Commonwealth literature through advanced integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative British and Commonwealth literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated throughout the literary period.

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments, themes, and claims supported by textual evidence
  - power and impact of language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text-based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions.

### Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps students learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [{{AzureStorageLink}}/uploads/docs/standards/eld/si.pdf](#).

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### GENERAL INFORMATION

<b>Course Number:</b> 1005320	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> BRITISH LITERATURE
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 2
<b>Course Status:</b> Course Approved	

**Grade Level(s):** 9,10,11,12,30,31

**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)
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# British Literature (#1005320) 2022 - 2023

## Course Standards

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.5.1:	<p>Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.  <b>Standard Relation to Course:</b> Major</p>
	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.</p>

ELA.10.R.1.1:	<p><i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:  Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred).</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.4:	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.3:	<p>Analyze how mythical, classical, or religious texts have been adapted.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome’s Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization’s early history. Religious texts for this benchmark include works such as the Bible.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Analyze an author’s use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level,</p>

students are using and responsible for the appeals of logos, ethos, and pathos.

ELA.10.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.10.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course: Major**

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.10.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course: Major**

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

ELA.10.V.1.3:

*Clarification 3:* See ELA.10.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course: Supporting**

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Standard Relation to Course: Supporting**

	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>
	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b>
SS.912.C.2.8:	Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors. <b>Standard Relation to Course: Supporting</b>
	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b>
SS.912.C.3.13:	Examples are education, transportation, crime prevention, funding of services. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

### GENERAL NOTES

The purpose of this course is to enable students, using texts of appropriate complexity, to develop knowledge of British and Commonwealth literature while honing their reading skills and increasing their knowledge base. Emphasis will be on representative British literature, highlighting the major genres, themes, issues, and influences associated with the selections.

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### VERSION REQUIREMENTS



## GENERAL INFORMATION

**Course Number:** 1005320

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** BRITISH LITERATURE

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Course Length:** Year (Y)

**Course Level:** 2

**Graduation Requirement:** English

### Educator Certifications

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# British Literature (#1005320) 2023 - And Beyond

## Course Standards

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.5.1:	<p>Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.  <b>Standard Relation to Course:</b> Major</p>
	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.</p>

ELA.10.R.1.1:	<p><i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:  Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred).</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.4:	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.3:	<p>Analyze how mythical, classical, or religious texts have been adapted.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome’s Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization’s early history. Religious texts for this benchmark include works such as the Bible.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Analyze an author’s use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level,</p>

students are using and responsible for the appeals of logos, ethos, and pathos.

ELA.10.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.10.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course: Major**

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.10.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course: Major**

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

ELA.10.V.1.3:

*Clarification 3:* See ELA.10.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course: Supporting**

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Standard Relation to Course: Supporting**

	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>
SS.912.CG.2.7:	Analyze the impact of civic engagement as a means of preserving or reforming institutions. <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul> <b>Standard Relation to Course: Supporting</b>
SS.912.CG.3.15:	Explain how citizens are affected by the local, state and national governments. <ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul> <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

### GENERAL NOTES

The purpose of this course is to enable students, using texts of appropriate complexity, to develop knowledge of British and Commonwealth literature while honing their reading skills and increasing their knowledge base. Emphasis will be on representative British literature, highlighting the major genres, themes, issues, and influences associated with the selections.

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

### VERSION REQUIREMENTS

One-third of the ELA Book List and Civics Sample Book List should be used in instruction.

### GENERAL INFORMATION

<b>Course Number:</b> 1005320	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> BRITISH LITERATURE
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> English	

### Educator Certifications

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# Contemporary Literature (#1005330) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	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. <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	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.
LAFS.1112.RI.1.1:	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.
LAFS.1112.RI.1.2:	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.
LAFS.1112.RI.1.3:	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.
LAFS.1112.RI.2.4:	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 <i>Federalist No. 10</i> ).
LAFS.1112.RI.2.5:	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.
LAFS.1112.RI.2.6:	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.
LAFS.1112.RI.3.7:	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.
LAFS.1112.RI.3.8:	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., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second

	Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.RL.1.1:	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.
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.SL.1.1:	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. <ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>



	<p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
LAFS.1112.W.1.2:	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “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”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
LAFS.1112.W.4.10:	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.
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p><b>Clarifications:</b> Using “I” messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p><b>Clarifications:</b> Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p><b>Clarifications:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger</p>

	management, and regular exercise.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of contemporary literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative contemporary literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated throughout the literary period.

### GENERAL NOTES

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

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of varied contemporary literature and informational texts to examine:
  - text craft and structure
  - elements of literature
  - arguments, themes, and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

**Course Number:** 1005330

**Number of Credits:** Half credit (.5)

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** CONTEMP LIT

**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)
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# Contemporary Literature (#1005330) 2022 - 2023

## Course Standards

Name	Description
ELA.11.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.  <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.5.1:	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.5.2:	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.</p> <p><b>Standard Relation to Course:</b> Major</p>
	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:</p>

ELA.11.R.1.1:	<p>Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.2:	<p>Track and analyze universal themes in literary texts from different times and places.  <b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.3:	<p>Analyze the author’s choices in using juxtaposition to define character perspective.  <b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means “a particular attitude toward or way of regarding something.”</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.4:	<p>Analyze ways in which poetry reflects themes and issues of its time period.  <b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><i>Clarification 2:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.1:	<p>Evaluate the structure(s) and features in texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.2:	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.4:	<p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors’ reasoning, and the ways in which the authors use the same information to achieve different ends.  <b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.2:	<p>Paraphrase content from grade-level texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Compare and contrast how contemporaneous authors address related topics, comparing the authors’ use of reasoning, and analyzing the texts within the context of the time period.  <b>Clarifications:</b>  <i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> </ul>

ELA.11.R.3.3:	<ul style="list-style-type: none"> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.R.3.4:	<p>Evaluate an author's use of rhetoric in text.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.  <b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.  <b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.  <b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.11.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.  <b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.  <b>Standard Relation to Course:</b> Supporting</p> <p>Make inferences to support comprehension.  <b>Clarifications:</b></p>

ELA.K12.EE.3.1:	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b>
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.
ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.  <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors. <b>Standard Relation to Course: Supporting</b>
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of appropriate complexity, to develop knowledge of contemporary literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative contemporary literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated throughout the literary period.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- active reading of varied Contemporary texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of varied contemporary literature and informational texts to examine:
  - elements of literature
  - arguments, themes, and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - crafting coherent, supported expository texts
  - responding to literature for personal and analytical purposes
- collaboration amongst peers

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate

information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

One-third of the ELA Book List and Civics Sample Book List should be used in instruction.

## GENERAL INFORMATION

<b>Course Number:</b> 1005330	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> CONTEMP LIT
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> English	

## Educator Certifications

English (Grades 6-12)
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# Contemporary Literature (#1005330) 2023 - And Beyond

## Course Standards

Name	Description
ELA.11.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.  <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.5.1:	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.5.2:	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.</p> <p><b>Standard Relation to Course:</b> Major</p>
	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:</p>

ELA.11.R.1.1:	<p>Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.2:	<p>Track and analyze universal themes in literary texts from different times and places.  <b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.3:	<p>Analyze the author’s choices in using juxtaposition to define character perspective.  <b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means “a particular attitude toward or way of regarding something.”</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.4:	<p>Analyze ways in which poetry reflects themes and issues of its time period.  <b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><i>Clarification 2:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.1:	<p>Evaluate the structure(s) and features in texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.2:	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.4:	<p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors’ reasoning, and the ways in which the authors use the same information to achieve different ends.  <b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.1:	<p>Analyze the author’s use of figurative language and explain examples of allegory.  <b>Clarifications:</b>  <i>Clarification 1:</i> Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> </ul>

	<ul style="list-style-type: none"> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.3:	<p>Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.4:	<p>Evaluate an author's use of rhetoric in text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.11.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when</p>

	they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	<p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul> <p><b>Standard Relation to Course: Supporting</b></p>
SS.912.CG.3.15:	<p>Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of appropriate complexity, to develop knowledge of contemporary literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative contemporary literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated throughout the literary period.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- active reading of varied Contemporary texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of varied contemporary literature and informational texts to examine:
  - elements of literature
  - arguments, themes, and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - crafting coherent, supported expository texts
  - responding to literature for personal and analytical purposes
- collaboration amongst peers

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

One-third of the ELA Book List and Civics Sample Book List should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1005330

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** CONTEMP LIT

**Course Length:** Semester (S)

**Course Level:** 2

### Educator Certifications

English (Grades 6-12)
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# Classical Literature (#1005340) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.  <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.R.1.1:	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:</p> <p>Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author’s attitude            Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred)</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.R.1.2:	<p>Track and analyze universal themes in literary texts from different times and places.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.R.1.3:	<p>Analyze the author’s choices in using juxtaposition to define character perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means “a particular attitude toward or way of regarding something.”  <b>Standard Relation to Course:</b> Major</p>
	<p>Analyze ways in which poetry reflects themes and issues of its time period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> </ul>

ELA.11.R.1.4:

- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

Clarification 2: For more information, see Literary Periods.

Standard Relation to Course: Major

ELA.11.R.2.2:

Analyze the central idea(s) of speeches and essays from the Classical Period.

**Clarifications:**

Clarification 1: See Rhetorical Appeals and Rhetorical Devices.

Standard Relation to Course: Major

ELA.11.R.3.1:

Analyze the author's use of figurative language and explain examples of allegory.

**Clarifications:**

Clarification 1: Examples of allegory should be taken from the following periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

Clarification 2: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

Clarification 3: See Secondary Figurative Language.

Standard Relation to Course: Major

ELA.11.R.3.2:

Paraphrase content from grade-level texts.

**Clarifications:**

Clarification 1: Most grade-level texts are appropriate for this benchmark.

Standard Relation to Course: Major

ELA.11.R.3.3:

Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.

**Clarifications:**

Clarification 1: Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

Clarification 2: For more information on types of reasoning, see Types of Logical Reasoning.

Standard Relation to Course: Major

ELA.11.R.3.4:

Evaluate an author's use of rhetoric in text.

**Clarifications:**

Clarification 1: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.

Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

Clarification 3: See Secondary Figurative Language.

Clarification 4: See Rhetorical Appeals and Rhetorical Devices.

Standard Relation to Course: Major

ELA.11.V.1.1:

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Standard Relation to Course: Major

ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.  <b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.  <b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.11.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.  <b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.  <b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>



# General Course Information and Notes

## VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of classical literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative classical literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the literary period.

## GENERAL NOTES

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

- active reading of Classical literary texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from the Classical literary period to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
- collaboration amongst peers

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

One-third of the 11th Grade Sample Book List, or selections by the authors represented on the list, should be included in instructional materials, augmented with selections of similar quality that will reinforce the concepts, vocabulary and skills in the English 3.

## GENERAL INFORMATION

<b>Course Number:</b> 1005340	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> CLASS LIT
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> State Board Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# Humane Letters 1 Literature (#1005345) 2019 - 2022 (current)

## Course Standards

Name	Description
LAFS.910.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
LAFS.910.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>
LAFS.910.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>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, or its etymology.</li> <li>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).</li> </ol>
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.910.L.3.6:	<p>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.</p>
LAFS.910.RH.1.1:	<p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>
LAFS.910.RH.1.2:	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>
LAFS.910.RH.1.3:	<p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>
LAFS.910.RH.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>
LAFS.910.RH.2.5:	<p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
LAFS.910.RH.2.6:	<p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>
LAFS.910.RH.3.7:	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>
LAFS.910.RH.3.8:	<p>Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>
LAFS.910.RH.3.9:	<p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p>
LAFS.910.RH.4.10:	<p>By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>
LAFS.910.RL.1.1:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.WHST.1.1:	Write arguments focused on <i>discipline-specific content</i> .  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses 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 or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- 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).

LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	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.
LAFS.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.WHST.3.7:	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.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.K12.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LAFS.K12.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LAFS.K12.L.2.3:	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.
LAFS.K12.L.3.4:	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.
LAFS.K12.L.3.5:	Demonstrate understanding of word relationships and nuances in word meanings.
LAFS.K12.L.3.6:	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 encountering an unknown term important to comprehension or expression.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.3.10:	Review different economic and philosophic ideologies. <b>Clarifications:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.2.10:	Monitor current public issues in Florida. <b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts. <b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. <b>Clarifications:</b> Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. <b>Clarifications:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. <b>Clarifications:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

**Make sense of problems and persevere in solving them.**

MAFS.K12.MP.1.1:	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
MAFS.K12.MP.3.1:	<p><b>Construct viable arguments and critique the reasoning of others.</b></p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
MAFS.K12.MP.6.1:	<p><b>Attend to precision.</b></p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

Humane Letters 1 Literature can be taught independently or in conjunction with Humane Letters 1 History.

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims

- crafting coherent, supported informative/expository texts
- responding to literature for personal and analytical purposes
- writing narratives to develop real or imagined events
- writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Literacy Standards in Social Studies:**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: SS.pdf

**GENERAL INFORMATION**

**Course Number:** 1005345

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Number of Credits:** One (1) credit

**Abbreviated Title:** HUMANE LETTERS 1

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course      **Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9

**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# Humane Letters 1 Literature (#1005345) 2022 - 2023

## Course Standards

Name	Description
ELA.9.C.1.2:	Write narratives using narrative techniques, varied transitions, and a clearly established point of view. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.9.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.
ELA.9.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.9.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.
ELA.9.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.9.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level.
ELA.9.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings. <b>Clarifications:</b> <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.
ELA.9.C.5.1:	Create digital presentations with coherent ideas and a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.9.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.
ELA.9.R.1.1:	Explain how key elements enhance or add layers of meaning and/or style in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.
ELA.9.R.1.2:	Analyze universal themes and their development throughout a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward

understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

ELA.9.R.1.3:	Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire. <b>Clarifications:</b> <i>Clarification 1:</i> See Rhetorical Devices for more information on irony.
ELA.9.R.1.4:	Analyze the characters, structures, and themes of epic poetry. <b>Clarifications:</b> <i>Clarification 1:</i> For more information, see Literary Periods.
ELA.9.R.2.1:	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. <b>Clarifications:</b> <i>Clarification 1:</i> Students will analysis the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.9.R.2.2:	Evaluate the support an author uses to develop the central idea(s) throughout a text. <b>Clarifications:</b> <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.
ELA.9.R.2.3:	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 3:</i> See Secondary Figurative Language.  <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.
ELA.9.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims. <b>Clarifications:</b> <i>Clarification 1:</i> Validity refers to the soundness of the arguments.
ELA.9.R.3.1:	Explain how figurative language creates mood in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language.
ELA.9.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
ELA.9.R.3.3:	Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts. <b>Clarifications:</b> <i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.
ELA.9.R.3.4:	Explain an author's use of rhetoric in a text. <b>Clarifications:</b> <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.  <i>Clarification 2:</i> See Secondary Figurative Language and Rhetorical Devices.
ELA.9.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.



<p>ELA.9.V.1.2:</p> <p>ELA.9.V.1.3:</p> <p>ELA.K12.EE.1.1:</p> <p>ELA.K12.EE.2.1:</p> <p>ELA.K12.EE.3.1:</p> <p>ELA.K12.EE.4.1:</p> <p>ELA.K12.EE.5.1:</p> <p>ELA.K12.EE.6.1:</p> <p>MA.K12.MTR.1.1:</p>	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time. <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.9.R.3.1 and Secondary Figurative Language.</p> <p>Cite evidence to explain and justify reasoning. <b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p>Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p>Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p>Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p>Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Cultivate a community of growth mindset learners.</li> <li>• Foster perseverance in students by choosing tasks that are challenging.</li> <li>• Develop students' ability to analyze and problem solve.</li> <li>• Recognize students' effort when solving challenging problems.</li> </ul>
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MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> </ul>

- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
SS.912.A.1.2:	<p>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</p> <p><b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</p>
SS.912.A.1.7:	<p>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</p>
SS.912.A.3.10:	<p>Review different economic and philosophic ideologies.</p> <p><b>Clarifications:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.2.10:	<p>Monitor current public issues in Florida.</p> <p><b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
SS.912.C.2.11:	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>
SS.912.H.1.4:	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p><b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p><b>Clarifications:</b> Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p><b>Clarifications:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.2.5:	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Clarifications:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to</p>

	identify promotion of unhealthy stereotypes, and normalization of violence.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

Humane Letters 1 Literature can be taught independently or in conjunction with Humane Letters 1 History.

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Literacy Standards in Social Studies:

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [SS.pdf](#)

### GENERAL INFORMATION

<b>Course Number:</b> 1005345	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> HUMANE LETTERS 1
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 2

**Course Status:** Draft - Course Pending  
Approval  
**Grade Level(s):** 9  
**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# Humane Letters 1 Literature (#1005345) 2023 - And Beyond

## Course Standards

Name	Description
ELA.9.C.1.2:	Write narratives using narrative techniques, varied transitions, and a clearly established point of view. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.9.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.
ELA.9.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.9.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.
ELA.9.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.9.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level.
ELA.9.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings. <b>Clarifications:</b> <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.
ELA.9.C.5.1:	Create digital presentations with coherent ideas and a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.9.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.
ELA.9.R.1.1:	Explain how key elements enhance or add layers of meaning and/or style in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.
ELA.9.R.1.2:	Analyze universal themes and their development throughout a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward

understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

ELA.9.R.1.3:	Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire. <b>Clarifications:</b> <i>Clarification 1:</i> See Rhetorical Devices for more information on irony.
ELA.9.R.1.4:	Analyze the characters, structures, and themes of epic poetry. <b>Clarifications:</b> <i>Clarification 1:</i> For more information, see Literary Periods.
ELA.9.R.2.1:	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. <b>Clarifications:</b> <i>Clarification 1:</i> Students will analysis the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.9.R.2.2:	Evaluate the support an author uses to develop the central idea(s) throughout a text. <b>Clarifications:</b> <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.
ELA.9.R.2.3:	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 3:</i> See Secondary Figurative Language.  <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.
ELA.9.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims. <b>Clarifications:</b> <i>Clarification 1:</i> Validity refers to the soundness of the arguments.
ELA.9.R.3.1:	Explain how figurative language creates mood in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language.
ELA.9.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
ELA.9.R.3.3:	Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts. <b>Clarifications:</b> <i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome’s Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization’s early history. Religious texts for this benchmark include works such as the Bible.
ELA.9.R.3.4:	Explain an author’s use of rhetoric in a text. <b>Clarifications:</b> <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.  <i>Clarification 2:</i> See Secondary Figurative Language and Rhetorical Devices.
ELA.9.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

ELA.9.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.9.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.9.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Cultivate a community of growth mindset learners.</li> <li>• Foster perseverance in students by choosing tasks that are challenging.</li> <li>• Develop students' ability to analyze and problem solve.</li> <li>• Recognize students' effort when solving challenging problems.</li> </ul>



<p>MA.K12.MTR.2.1:</p>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
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<p>MA.K12.MTR.3.1:</p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
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<p>MA.K12.MTR.4.1:</p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
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<p>MA.K12.MTR.5.1:</p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> </ul>
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- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
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MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
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SS.912.A.1.2:	<p>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</p> <p><b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</p>
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SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
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SS.912.A.3.10:	<p>Review different economic and philosophic ideologies.</p> <p><b>Clarifications:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
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SS.912.CG.2.13:	<p>Analyze the influence and effects of various forms of media and the internet in political communication.</p> <ul style="list-style-type: none"> <li>• Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li> <li>• Students will describe how the methods used by political officials to communicate with the public has changed over time.</li> <li>• Students will discuss the strengths and weaknesses of different methods of political communication.</li> </ul>
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SS.912.CG.3.13:	<p>Explain how issues between Florida, other states and the national government are resolved.</p> <ul style="list-style-type: none"> <li>• Students will explain the concept of federalism as it applies to each issue.</li> <li>• Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).</li> </ul>
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SS.912.H.1.4:	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p><b>Clarifications:</b></p>
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	Examples are classical architecture, protest music, Native American dance, Japanese Noh.
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. <b>Clarifications:</b> Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. <b>Clarifications:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. <b>Clarifications:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

Humane Letters 1 Literature can be taught independently or in conjunction with Humane Letters 1 History.

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Literacy Standards in Social Studies:

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [SS.pdf](#)

### GENERAL INFORMATION

**Course Number:** 1005345

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** HUMANE LETTERS 1

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Educator Certifications**

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

# Humane Letters 1 Literature Honors (#1005346) 2020 - 2022 (current)

## Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>
LAFS.910.L.2.3:	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. <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>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, or its etymology.</li> <li>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).</li> </ol>
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.910.L.3.6:	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.
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LAFS.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LAFS.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.WHST.1.1:	Write arguments focused on <i>discipline-specific content</i> .  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses 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 or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- 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).

LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	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.
LAFS.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.WHST.3.7:	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.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.K12.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LAFS.K12.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LAFS.K12.L.2.3:	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.
LAFS.K12.L.3.4:	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.
LAFS.K12.L.3.5:	Demonstrate understanding of word relationships and nuances in word meanings.
LAFS.K12.L.3.6:	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 encountering an unknown term important to comprehension or expression.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. <b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.3.10:	Review different economic and philosophic ideologies. <b>Clarifications:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.  This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
SS.912.C.2.10:	Monitor current public issues in Florida. <b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts. <b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. <b>Clarifications:</b> Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. <b>Clarifications:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. <b>Clarifications:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

MAFS.K12.MP.1.1:	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
MAFS.K12.MP.3.1:	<p><b>Construct viable arguments and critique the reasoning of others.</b></p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
MAFS.K12.MP.6.1:	<p><b>Attend to precision.</b></p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

Humane Letters 1 Literature can be taught independently or in conjunction with Humane Letters 1 History.

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes



- developing and supporting argumentative claims
- crafting coherent, supported informative/expository texts
- responding to literature for personal and analytical purposes
- writing narratives to develop real or imagined events
- writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Honors and Advanced Level Course Note:**

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Literacy Standards in Social Studies:**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: SS.pdf

**GENERAL INFORMATION**

**Course Number:** 1005346

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** HUMANE LETTERS 1 HON

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9

**Graduation Requirement:** English

**Course Level:** 3

**Educator Certifications**

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# Humane Letters 1 Literature Honors (#1005346) 2022 - 2023

## Course Standards

Name	Description
ELA.9.C.1.2:	Write narratives using narrative techniques, varied transitions, and a clearly established point of view. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.9.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.
ELA.9.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.9.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.
ELA.9.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.9.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level.
ELA.9.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings. <b>Clarifications:</b> <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.
ELA.9.C.5.1:	Create digital presentations with coherent ideas and a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.9.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.
ELA.9.R.1.1:	Explain how key elements enhance or add layers of meaning and/or style in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.
ELA.9.R.1.2:	Analyze universal themes and their development throughout a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between

human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

ELA.9.R.1.3:	Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire. <b>Clarifications:</b> <i>Clarification 1:</i> See Rhetorical Devices for more information on irony.
ELA.9.R.1.4:	Analyze the characters, structures, and themes of epic poetry. <b>Clarifications:</b> <i>Clarification 1:</i> For more information, see Literary Periods.
ELA.9.R.2.1:	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. <b>Clarifications:</b> <i>Clarification 1:</i> Students will analysis the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.9.R.2.2:	Evaluate the support an author uses to develop the central idea(s) throughout a text. <b>Clarifications:</b> <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.
ELA.9.R.2.3:	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 3:</i> See Secondary Figurative Language.  <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.
ELA.9.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims. <b>Clarifications:</b> <i>Clarification 1:</i> Validity refers to the soundness of the arguments.
ELA.9.R.3.1:	Explain how figurative language creates mood in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language.
ELA.9.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
ELA.9.R.3.3:	Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts. <b>Clarifications:</b> <i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.
ELA.9.R.3.4:	Explain an author's use of rhetoric in a text. <b>Clarifications:</b> <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.  <i>Clarification 2:</i> See Secondary Figurative Language and Rhetorical Devices.
ELA.9.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

ELA.9.V.1.2:

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

ELA.9.V.1.3:

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.9.R.3.1 and Secondary Figurative Language.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

MA.K12.MTR.1.1:

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

<p>MA.K12.MTR.2.1:</p>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
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<p>MA.K12.MTR.3.1:</p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
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<p>MA.K12.MTR.4.1:</p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
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<p>MA.K12.MTR.5.1:</p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> </ul>
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- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
SS.912.A.1.2:	<p>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</p> <p><b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</p>
SS.912.A.1.7:	<p>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</p>
SS.912.A.3.10:	<p>Review different economic and philosophic ideologies.</p> <p><b>Clarifications:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.C.2.10:	<p>Monitor current public issues in Florida.</p> <p><b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
SS.912.C.2.11:	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p>
SS.912.H.1.4:	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p><b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>
SS.912.H.2.2:	<p>Classify styles, forms, types, and genres within art forms.</p> <p><b>Clarifications:</b> Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism.</p>
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p><b>Clarifications:</b> Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p><b>Clarifications:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p> <p>Evaluate the effect of media on personal and family health.</p>

	<b>Clarifications:</b>
HE.912.C.2.5:	Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

Humane Letters 1 Literature can be taught independently or in conjunction with Humane Letters 1 History.

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Honors and Advanced Level Course Note:

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Literacy Standards in Social Studies:

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [SS.pdf](#)

## GENERAL INFORMATION

**Course Path: Section:** Grades PreK to

**Course Number:** 1005346

12 Education Courses > **Grade Group:**  
Grades 9 to 12 and Adult Education  
Courses > **Subject:** English/Language  
Arts > **SubSubject:** Literature >  
**Abbreviated Title:** HUMANE LETTERS 1  
HON

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Draft - Course Pending  
Approval

**Grade Level(s):** 9

**Graduation Requirement:** English

#### **Educator Certifications**

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)



# Humane Letters 1 Literature Honors (#1005346) 2023 - And Beyond

## Course Standards

Name	Description
ELA.9.C.1.2:	Write narratives using narrative techniques, varied transitions, and a clearly established point of view. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.9.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.
ELA.9.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.9.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.
ELA.9.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.9.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level.
ELA.9.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings. <b>Clarifications:</b> <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.
ELA.9.C.5.1:	Create digital presentations with coherent ideas and a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.9.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.
ELA.9.R.1.1:	Explain how key elements enhance or add layers of meaning and/or style in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.
ELA.9.R.1.2:	Analyze universal themes and their development throughout a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between

human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

ELA.9.R.1.3:	Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire. <b>Clarifications:</b> <i>Clarification 1:</i> See Rhetorical Devices for more information on irony.
ELA.9.R.1.4:	Analyze the characters, structures, and themes of epic poetry. <b>Clarifications:</b> <i>Clarification 1:</i> For more information, see Literary Periods.
ELA.9.R.2.1:	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. <b>Clarifications:</b> <i>Clarification 1:</i> Students will analysis the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.9.R.2.2:	Evaluate the support an author uses to develop the central idea(s) throughout a text. <b>Clarifications:</b> <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.
ELA.9.R.2.3:	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 3:</i> See Secondary Figurative Language.  <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.
ELA.9.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims. <b>Clarifications:</b> <i>Clarification 1:</i> Validity refers to the soundness of the arguments.
ELA.9.R.3.1:	Explain how figurative language creates mood in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language.
ELA.9.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
ELA.9.R.3.3:	Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts. <b>Clarifications:</b> <i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.
ELA.9.R.3.4:	Explain an author's use of rhetoric in a text. <b>Clarifications:</b> <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.  <i>Clarification 2:</i> See Secondary Figurative Language and Rhetorical Devices.
ELA.9.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

ELA.9.V.1.2:

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

ELA.9.V.1.3:

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.9.R.3.1 and Secondary Figurative Language.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

MA.K12.MTR.1.1:

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

<p>MA.K12.MTR.2.1:</p>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
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<p>MA.K12.MTR.3.1:</p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
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<p>MA.K12.MTR.4.1:</p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
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<p>MA.K12.MTR.5.1:</p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> </ul>
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- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
SS.912.A.1.2:	<p>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</p> <p><b>Clarifications:</b> Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</p>
SS.912.A.1.7:	<p>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.</p>
SS.912.A.3.10:	<p>Review different economic and philosophic ideologies.</p> <p><b>Clarifications:</b> Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p> <p>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</p>
SS.912.CG.2.13:	<p>Analyze the influence and effects of various forms of media and the internet in political communication.</p> <ul style="list-style-type: none"> <li>• Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).</li> <li>• Students will describe how the methods used by political officials to communicate with the public has changed over time.</li> <li>• Students will discuss the strengths and weaknesses of different methods of political communication.</li> </ul>
SS.912.CG.3.13:	<p>Explain how issues between Florida, other states and the national government are resolved.</p> <ul style="list-style-type: none"> <li>• Students will explain the concept of federalism as it applies to each issue.</li> <li>• Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).</li> </ul>
SS.912.H.1.4:	<p>Explain philosophical beliefs as they relate to works in the arts.</p> <p><b>Clarifications:</b> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p>

SS.912.H.2.2:	Classify styles, forms, types, and genres within art forms. <b>Clarifications:</b> Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism.
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. <b>Clarifications:</b> Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health. <b>Clarifications:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. <b>Clarifications:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

Humane Letters 1 Literature can be taught independently or in conjunction with Humane Letters 1 History.

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Honors and Advanced Level Course Note:

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Literacy Standards in Social Studies:

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: SS.pdf

**GENERAL INFORMATION**

**Course Number:** 1005346

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature > **Abbreviated Title:** HUMANE LETTERS 1 HON

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9

**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# Humane Letters 2 Literature (#1005347) 2020 - 2022 (current)

## Course Standards

Name	Description
LAFS.910.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
LAFS.910.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>
LAFS.910.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>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, or its etymology.</li> <li>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).</li> </ol>
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.910.L.3.6:	<p>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.</p>
LAFS.910.RH.1.1:	<p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>
LAFS.910.RH.1.2:	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>
LAFS.910.RH.1.3:	<p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>
LAFS.910.RH.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>
LAFS.910.RH.2.5:	<p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
LAFS.910.RH.2.6:	<p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>
LAFS.910.RH.3.7:	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>
LAFS.910.RH.3.8:	<p>Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>
LAFS.910.RH.3.9:	<p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p>
LAFS.910.RH.4.10:	<p>By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>
LAFS.910.RL.1.1:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>



LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.WHST.1.1:	Write arguments focused on <i>discipline-specific content</i> .  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses 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 or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- 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).

LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	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.
LAFS.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.WHST.3.7:	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.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.K12.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Standard Relation to Course: Supporting</b>
LAFS.K12.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>Standard Relation to Course: Supporting</b>
LAFS.K12.L.2.3:	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. <b>Standard Relation to Course: Supporting</b>
LAFS.K12.L.3.4:	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. <b>Standard Relation to Course: Supporting</b>
LAFS.K12.L.3.5:	Demonstrate understanding of word relationships and nuances in word meanings. <b>Standard Relation to Course: Supporting</b>
LAFS.K12.L.3.6:	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 encountering an unknown term important to comprehension or expression. <b>Standard Relation to Course: Supporting</b>

**Make sense of problems and persevere in solving them.**

MAFS.K12.MP.1.1:	<p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p> <p><b>Standard Relation to Course: Supporting</b></p>
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**Construct viable arguments and critique the reasoning of others.**

MAFS.K12.MP.3.1:	<p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p> <p><b>Standard Relation to Course: Supporting</b></p>
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**Attend to precision.**

MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.  <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. <b>Clarifications:</b> Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. <b>Clarifications:</b> Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
SS.912.C.2.10:	Monitor current public issues in Florida. <b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

This course is designed to be paired with Humane Letters 2 – History. Emphasizing the classical approach to teaching and learning, this course fosters reading, discussion, and writing based on ideas contained within the great books of the modern European tradition. In this course students strive to better understand the world around them by thinking critically about the deeds, positions, and disputes of those who came before us. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. Recommended texts for this course include, but are not limited to: *Henry V* by Shakespeare, *Pride and Prejudice* by Austen, *A Tale of Two Cities* by Dickens, and *Crime and Punishment* by Dostoevsky.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims

- crafting coherent, supported informative/expository texts
- responding to literature for personal and analytical purposes
- writing narratives to develop real or imagined events
- writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Literacy Standards in Social Studies:**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: SS.pdf

**GENERAL INFORMATION**

**Course Number:** 1005347

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 10

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** English/Language

Arts > **SubSubject:** Literature >

**Abbreviated Title:** HUMANE LETTERS 2

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

**Educator Certifications**

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

# Humane Letters 2 Literature (#1005347) 2022 - 2023

## Course Standards

Name	Description
ELA.10.C.1.2:	Write narratives using an appropriate pace to create tension, mood, and/or tone. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.10.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.
ELA.10.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.10.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.
ELA.10.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.10.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.
ELA.10.C.4.1:	Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.10.C.5.1:	Create digital presentations to improve understanding of findings, reasoning, and evidence. <b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.10.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.
ELA.10.R.1.1:	Analyze how key elements enhance or add layers of meaning and/or style in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude

	<p>Layer 4) author's purpose (interpretation of author's purpose as it is often inferred).</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p>
ELA.10.R.1.4:	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p>
ELA.10.R.2.3:	<p>Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.10.R.3.3:	<p>Analyze how mythical, classical, or religious texts have been adapted.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.</p>
ELA.10.R.3.4:	<p>Analyze an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.10.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject</p>

	<p>areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.10.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.  <b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.10.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.  <b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.10.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.  <b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.  <b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b>  Teachers who encourage students to participate actively in effortful learning both individually and with others:</p>

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
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MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
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MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
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MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b></p>
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Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p><b>Clarifications:</b> Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p><b>Clarifications:</b> Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
SS.912.C.2.10:	<p>Monitor current public issues in Florida.</p> <p><b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

This course is designed to be paired with Humane Letters 2 – History. Emphasizing the classical approach to teaching and learning, this course fosters reading, discussion, and writing based on ideas contained within the great books of the modern European tradition. In this course students strive to better understand the world around them by thinking critically about the deeds, positions, and disputes of those who came before us. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically.

Recommended texts for this course include, but are not limited to: *Henry V* by Shakespeare, *Pride and Prejudice* by Austen, *A Tale of Two Cities* by Dickens, and *Crime and Punishment* by Dostoevsky.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

## GENERAL NOTES

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Literacy Standards in Social Studies:

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [SS.pdf](#)

## GENERAL INFORMATION

**Course Number:** 1005347  
**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >  
**Abbreviated Title:** HUMANE LETTERS 2  
**Course Length:** Year (Y)  
**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course  
**Course Status:** Course Approved  
**Grade Level(s):** 10  
**Graduation Requirement:** English  
**Course Level:** 2

**Educator Certifications**

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

# Humane Letters 2 Literature (#1005347) 2023 - And Beyond

## Course Standards

Name	Description
ELA.10.C.1.2:	Write narratives using an appropriate pace to create tension, mood, and/or tone. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.10.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.
ELA.10.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.10.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.
ELA.10.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.10.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.
ELA.10.C.4.1:	Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.10.C.5.1:	Create digital presentations to improve understanding of findings, reasoning, and evidence. <b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.10.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.
ELA.10.R.1.1:	Analyze how key elements enhance or add layers of meaning and/or style in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude

	<p>Layer 4) author's purpose (interpretation of author's purpose as it is often inferred).</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p>
ELA.10.R.1.4:	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p>
ELA.10.R.2.3:	<p>Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.10.R.3.3:	<p>Analyze how mythical, classical, or religious texts have been adapted.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.</p>
ELA.10.R.3.4:	<p>Analyze an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.10.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject</p>

	<p>areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.10.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.  <b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.10.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.  <b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.10.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.  <b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.  <b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b>  Teachers who encourage students to participate actively in effortful learning both individually and with others:</p>

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1: Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELD.K12.ELL.LA.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

HE.912.B.3.3:

Justify the validity of a variety of technologies to gather health information.

**Clarifications:**

Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.

HE.912.B.5.1:

Determine the value of applying a thoughtful decision-making process in health-related situations.

**Clarifications:**

Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.

SS.912.CG.2.13:

Analyze the influence and effects of various forms of media and the internet in political communication.

- Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).
- Students will describe how the methods used by political officials to communicate with the public has changed over time.
- Students will discuss the strengths and weaknesses of different methods of political communication.

SS.912.CG.3.13:

Explain how issues between Florida, other states and the national government are resolved.

- Students will explain the concept of federalism as it applies to each issue.
- Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).



# General Course Information and Notes

## VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

This course is designed to be paired with Humane Letters 2 – History. Emphasizing the classical approach to teaching and learning, this course fosters reading, discussion, and writing based on ideas contained within the great books of the modern European tradition. In this course students strive to better understand the world around them by thinking critically about the deeds, positions, and disputes of those who came before us. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. Recommended texts for this course include, but are not limited to: *Henry V* by Shakespeare, *Pride and Prejudice* by Austen, *A Tale of Two Cities* by Dickens, and *Crime and Punishment* by Dostoevsky.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

## GENERAL NOTES

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

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The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

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- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

## Literacy Standards in Social Studies:

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

## English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [SS.pdf](#)

## GENERAL INFORMATION

**Course Number:** 1005347

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**  
Grades 9 to 12 and Adult Education  
Courses > **Subject:** English/Language

Arts > **SubSubject:** Literature >

**Abbreviated Title:** HUMANE LETTERS 2

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 10

**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

# Humane Letters 2 Literature Honors (#1005348) 2020 - 2022 (current)

## Course Standards

Name	Description
LAFS.910.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
LAFS.910.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>
LAFS.910.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>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, or its etymology.</li> <li>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).</li> </ol>
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.910.L.3.6:	<p>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.</p>
LAFS.910.RH.1.1:	<p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>
LAFS.910.RH.1.2:	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>
LAFS.910.RH.1.3:	<p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>
LAFS.910.RH.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>
LAFS.910.RH.2.5:	<p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
LAFS.910.RH.2.6:	<p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>
LAFS.910.RH.3.7:	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>
LAFS.910.RH.3.8:	<p>Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>
LAFS.910.RH.3.9:	<p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p>
LAFS.910.RH.4.10:	<p>By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>
LAFS.910.RL.1.1:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

LAFS.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.WHST.1.1:	Write arguments focused on <i>discipline-specific content</i> .  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses 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 or supports the argument presented.
LAFS.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- 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).

LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	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.
LAFS.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.WHST.3.7:	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.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.K12.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Standard Relation to Course: Supporting
LAFS.K12.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Standard Relation to Course: Supporting
LAFS.K12.L.2.3:	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. Standard Relation to Course: Supporting
LAFS.K12.L.3.4:	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. Standard Relation to Course: Supporting
LAFS.K12.L.3.5:	Demonstrate understanding of word relationships and nuances in word meanings. Standard Relation to Course: Supporting
LAFS.K12.L.3.6:	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 encountering an unknown term important to comprehension or expression. Standard Relation to Course: Supporting

**Make sense of problems and persevere in solving them.**

MAFS.K12.MP.1.1:	<p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p> <p>Standard Relation to Course: Supporting</p>
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**Construct viable arguments and critique the reasoning of others.**

MAFS.K12.MP.3.1:	<p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p> <p>Standard Relation to Course: Supporting</p>
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**Attend to precision.**

MAFS.K12.MP.6.1:	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.  <b>Standard Relation to Course: Supporting</b>
SS.912.C.2.10:	Monitor current public issues in Florida. <b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.H.2.2:	Classify styles, forms, types, and genres within art forms. <b>Clarifications:</b> Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>
HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information. <b>Clarifications:</b> Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
HE.912.B.5.1:	Determine the value of applying a thoughtful decision-making process in health-related situations. <b>Clarifications:</b> Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

This course is designed to be paired with Humane Letters 2 – History. Emphasizing the classical approach to teaching and learning, this course fosters reading, discussion, and writing based on ideas contained within the great books of the modern European tradition. In this course students strive to better understand the world around them by thinking critically about the deeds, positions, and disputes of those who came before us. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. Recommended texts for this course include, but are not limited to: *Henry V* by Shakespeare, *Pride and Prejudice* by Austen, *A Tale of Two Cities* by Dickens, and *Crime and Punishment* by Dostoevsky.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language

- influence of history, culture, and setting on language
- personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Literacy Standards in Social Studies:**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: SS.pdf

**GENERAL INFORMATION**

**Course Number:** 1005348

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature > **Abbreviated Title:** HUMANE LETTERS 2 HON

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 10

**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# Humane Letters 2 Literature Honors (#1005348) 2022 - 2023

## Course Standards

Name	Description
ELA.10.C.1.2:	Write narratives using an appropriate pace to create tension, mood, and/or tone. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.10.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.
ELA.10.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.10.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.
ELA.10.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.10.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.
ELA.10.C.4.1:	Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.10.C.5.1:	Create digital presentations to improve understanding of findings, reasoning, and evidence. <b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.10.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.
ELA.10.R.1.1:	Analyze how key elements enhance or add layers of meaning and/or style in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude



	<p>Layer 4) author's purpose (interpretation of author's purpose as it is often inferred).</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p>
ELA.10.R.1.4:	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p>
ELA.10.R.2.3:	<p>Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.10.R.3.3:	<p>Analyze how mythical, classical, or religious texts have been adapted.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.</p>
ELA.10.R.3.4:	<p>Analyze an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.10.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject</p>

	<p>areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.10.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.  <b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.10.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.  <b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.10.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.  <b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.  <b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b>  Teachers who encourage students to participate actively in effortful learning both individually and with others:</p>

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
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MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
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MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
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MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b></p>
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Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
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MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
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SS.912.C.2.10:	<p>Monitor current public issues in Florida.</p> <p><b>Clarifications:</b> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
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SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
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SS.912.H.2.2:	<p>Classify styles, forms, types, and genres within art forms.</p> <p><b>Clarifications:</b> Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism.</p>
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ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
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ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
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HE.912.B.3.3:	<p>Justify the validity of a variety of technologies to gather health information.</p> <p><b>Clarifications:</b> Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p>
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HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p><b>Clarifications:</b> Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
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## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

This course is designed to be paired with Humane Letters 2 – History. Emphasizing the classical approach to teaching and learning, this course fosters reading, discussion, and writing based on ideas contained within the great books of the modern European tradition. In this course students strive to better understand the world around them by thinking critically about the deeds, positions, and disputes of those who came before us. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. Recommended texts for this course include, but are not limited to: *Henry V* by Shakespeare, *Pride and Prejudice* by Austen, *A Tale of Two Cities* by Dickens, and *Crime and Punishment* by Dostoevsky.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

## GENERAL NOTES

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Literacy Standards in Social Studies:

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [SS.pdf](#)

## GENERAL INFORMATION

**Course Number:** 1005348

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education  
Courses > **Subject:** English/Language  
Arts > **SubSubject:** Literature >

**Abbreviated Title:** HUMANE LETTERS 2  
HON

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 10

**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

# Humane Letters 2 Literature Honors (#1005348) 2023 - And Beyond

## Course Standards

Name	Description
ELA.10.C.1.2:	Write narratives using an appropriate pace to create tension, mood, and/or tone. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.10.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.
ELA.10.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.10.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.
ELA.10.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.10.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.
ELA.10.C.4.1:	Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.10.C.5.1:	Create digital presentations to improve understanding of findings, reasoning, and evidence. <b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.10.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.
ELA.10.R.1.1:	Analyze how key elements enhance or add layers of meaning and/or style in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude

	<p>Layer 4) author's purpose (interpretation of author's purpose as it is often inferred).</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p>
ELA.10.R.1.4:	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p>
ELA.10.R.2.3:	<p>Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.10.R.3.3:	<p>Analyze how mythical, classical, or religious texts have been adapted.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.</p>
ELA.10.R.3.4:	<p>Analyze an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.10.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject</p>



	<p>areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.10.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.  <b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.10.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.  <b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.10.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.  <b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.  <b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b>  Teachers who encourage students to participate actively in effortful learning both individually and with others:</p>

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1: Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

SS.912.CG.2.13:

Analyze the influence and effects of various forms of media and the internet in political communication.

- Students will explain how the methods of political communication has changed over time (e.g., television, radio, press, social media).
- Students will describe how the methods used by political officials to communicate with the public has changed over time.
- Students will discuss the strengths and weaknesses of different methods of political communication.

SS.912.CG.3.13:

Explain how issues between Florida, other states and the national government are resolved.

- Students will explain the concept of federalism as it applies to each issue.
- Students will use historical and issue-based scenarios to demonstrate understanding of how disputes between Florida, other states and the national government are resolved (e.g., water rights arguments between Florida and Georgia, national and state conflict over rights to adjacent waters and seabeds, civil rights).

SS.912.H.2.2:

Classify styles, forms, types, and genres within art forms.

**Clarifications:**

Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism.

ELD.K12.ELL.LA.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

HE.912.B.3.3:

Justify the validity of a variety of technologies to gather health information.

**Clarifications:**

Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.

Determine the value of applying a thoughtful decision-making process in health-related situations.

**Clarifications:**

Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

This course is designed to be paired with Humane Letters 2 – History. Emphasizing the classical approach to teaching and learning, this course fosters reading, discussion, and writing based on ideas contained within the great books of the modern European tradition. In this course students strive to better understand the world around them by thinking critically about the deeds, positions, and disputes of those who came before us. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. Recommended texts for this course include, but are not limited to: *Henry V* by Shakespeare, *Pride and Prejudice* by Austen, *A Tale of Two Cities* by Dickens, and *Crime and Punishment* by Dostoevsky.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### Literacy Standards in Social Studies:

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or

produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: SS.pdf

## GENERAL INFORMATION

**Course Number:** 1005348

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** HUMANE LETTERS 2 HON

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 10

**Graduation Requirement:** English

### Educator Certifications

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

# Literature and the Arts 1 Honors (#1005350) 2019 - 2022 (current)

## Course Standards

Name	Description
LAFS.910.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
LAFS.910.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>
LAFS.910.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>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, or its etymology.</li> <li>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).</li> </ol>
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.910.L.3.6:	<p>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.</p>
LAFS.910.RI.3.8:	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
LAFS.910.RI.3.9:	<p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>
LAFS.910.RI.4.10:	<p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>
LAFS.910.RL.1.1:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.910.RL.1.2:	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
LAFS.910.RL.1.3:	<p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>
	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings;</p>

LAFS.910.RL.2.4:	analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LAFS.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LAFS.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses 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.
LAFS.910.W.1.2:	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 to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient 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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary 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).
	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-

structured event sequences.

LAFS.910.W.1.3:	<ol style="list-style-type: none"><li>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li><li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li><li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li><li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li><li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li></ol>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	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.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	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.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"><li>Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</li><li>Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</li></ol>
LAFS.910.W.4.10:	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.
TH.912.H.1.1:	Analyze how playwrights’ work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
MU.912.F.1.1:	Analyze and evaluate the effect of “traditional” and contemporary technologies on the development of music.
MU.912.H.1.1:	Investigate and discuss how a culture’s traditions are reflected through its music. <b>Clarifications:</b> e.g., patriotic, folk, celebration, entertainment, spiritual
MU.912.H.1.4:	Analyze how Western music has been influenced by historical and current world cultures.
MU.912.H.2.3:	Analyze the evolution of a music genre. <b>Clarifications:</b> e.g., jazz, blues
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. <b>Clarifications:</b> e.g., statuary
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.H.1.5:	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.
DA.912.H.2.1:	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form. <b>Clarifications:</b>



	e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable grades 9-10 students, using texts and artistic works of high complexity, to develop knowledge of the relationship between literature and the fine arts through advanced integrated educational experiences of viewing, reading, writing, speaking and listening, and language. Emphasis will be on the varied cultural influences highlighting the major themes, issues, and topics associated throughout selected literary and artistic periods.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### GENERAL NOTES

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

- active study of varied texts and artistic pieces
- analysis of the relationships of literature and fine arts texts from varied literary periods to examine
  - artistic and literary craft and structure
  - power and impact of language and use of artistic mediums
  - influence of history, culture, and setting on artistic and literary pieces
  - personal, critical, and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims regarding art and literacy connections
  - crafting coherent, supported informative/expository texts on artistic and literary connections
  - responding to literature and works of art for personal and analytical purposes
  - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in artistic works, multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

**Course Number:** 1005350

**Number of Credits:** Half credit (.5)

**Course Path: Section:** Grades PreK to 12  
 Education Courses > **Grade Group:** Grades  
 9 to 12 and Adult Education Courses >  
**Subject:** English/Language Arts >  
**SubSubject:** Literature >  
**Abbreviated Title:** LIT & THE ARTS 1 HON  
**Course Length:** Semester (S)

**Course Attributes:**

- Honors

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts

**Educator Certifications**

English (Grades 6-12)
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# Literature and the Arts 1 Honors (#1005350) 2022 - And Beyond

## Course Standards

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.5.1:	<p>Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.  <b>Standard Relation to Course:</b> Major</p>
	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at</p>

ELA.10.R.1.1:	<p>layers of meaning is that of I.A. Richards:            Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author's attitude            Layer 4) author's purpose (interpretation of author's purpose as it is often inferred).</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.  <b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.  <b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.  <b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see Literary Periods.  <b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.4:	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.  <b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see Literary Periods.  <b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).  <b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language.  <b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.  <b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.3:	<p>Analyze how mythical, classical, or religious texts have been adapted.  <b>Clarifications:</b>  <i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.  <b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.4:	<p>Analyze an author's use of rhetoric in a text.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.  <i>Clarification 3:</i> See Secondary Figurative Language.  <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.  <b>Standard Relation to Course: Major</b></p>
ELA.10.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.  <b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.  <b>Standard Relation to Course: Major</b></p>
ELA.10.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.  <b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>

	<p><b>Standard Relation to Course: Major</b></p> <p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.10.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.V.1.3:	
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
TH.912.H.1.1:	<p>Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.</p> <p><b>Standard Relation to Course: Supporting</b></p>
TH.912.H.1.4:	<p>Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.</p> <p><b>Standard Relation to Course: Supporting</b></p>
TH.912.H.2.1:	<p>Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.</p> <p><b>Standard Relation to Course: Supporting</b></p>
TH.912.H.2.8:	<p>Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.</p> <p><b>Standard Relation to Course: Supporting</b></p>
TH.912.H.2.10:	<p>Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.</p> <p><b>Standard Relation to Course: Supporting</b></p>

MU.912.F.1.1:	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music. Standard Relation to Course: Supporting
MU.912.H.1.1:	Investigate and discuss how a culture's traditions are reflected through its music. <b>Clarifications:</b> e.g., patriotic, folk, celebration, entertainment, spiritual Standard Relation to Course: Supporting
MU.912.H.1.4:	Analyze how Western music has been influenced by historical and current world cultures. Standard Relation to Course: Supporting
MU.912.H.2.3:	Analyze the evolution of a music genre. <b>Clarifications:</b> e.g., jazz, blues Standard Relation to Course: Supporting
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork. Standard Relation to Course: Supporting
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences. Standard Relation to Course: Supporting
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. <b>Clarifications:</b> e.g., statuary Standard Relation to Course: Supporting
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results. Standard Relation to Course: Supporting
DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent. Standard Relation to Course: Supporting
DA.912.H.1.5:	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time. Standard Relation to Course: Supporting
DA.912.H.2.1:	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form. <b>Clarifications:</b> e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues Standard Relation to Course: Supporting
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable grades 9-10 students, using texts and artistic works of high complexity, to develop knowledge of the relationship between literature and the fine arts through advanced integrated educational experiences of viewing, reading, writing, speaking and listening, and language. Emphasis will be on the varied cultural influences highlighting the major themes, issues, and topics associated throughout selected literary and artistic periods.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- active study of varied texts and artistic pieces
- analysis of the relationships of literature and fine arts texts from varied literary periods to examine
  - power and impact of language and use of artistic mediums
  - influence of history, culture, and setting on artistic and literary pieces
  - personal, critical, and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims regarding art and literacy connections
  - crafting coherent, supported informative/expository texts on artistic and literary connections
  - responding to literature and works of art for personal and analytical purposes
  - writing to sources (short and longer research) using text based claims and evidence
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor.

Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**VERSION REQUIREMENTS**

One-third of the ELA Sample Book List should be used in instruction.

**GENERAL INFORMATION**

<b>Course Number:</b> 1005350	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> LIT & THE ARTS 1 HON <b>Course Length:</b> Semester (S) <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Honors</li></ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 3
<b>Course Status:</b> Draft - Course Pending Approval	
<b>Graduation Requirement:</b> Performing/Fine Arts	

**Educator Certifications**

English (Grades 6-12)
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# Humane Letters 3 Literature (#1005351) 2020 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RH.1.1:	<p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>
LAFS.1112.RH.1.2:	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
LAFS.1112.RH.1.3:	<p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>
LAFS.1112.RH.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>
LAFS.1112.RH.2.5:	<p>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>
LAFS.1112.RH.2.6:	<p>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>
LAFS.1112.RH.3.7:	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
LAFS.1112.RH.3.8:	<p>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>
LAFS.1112.RH.3.9:	<p>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
LAFS.1112.RH.4.10:	<p>By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.</p>
LAFS.1112.RL.1.1:	<p>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.</p>



LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  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.
LAFS.1112.SL.1.1:	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. <ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.WHST.1.1:	Write arguments focused on <i>discipline-specific content</i> . <ul style="list-style-type: none"> <li>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 the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>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.</li> <li>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.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>
	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.1112.WHST.1.2:	<p>a. Introduce a topic and 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.</p> <p>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.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5:	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.
LAFS.1112.WHST.2.6:	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.
LAFS.1112.WHST.3.7:	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.
LAFS.1112.WHST.3.8:	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 specific 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.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.1112.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Standard Relation to Course: Supporting

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Standard Relation to Course: Supporting

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. <b>Clarifications:</b> Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. <b>Clarifications:</b> Validate other's opinions, use direct statement, use active statement, and offer alternatives.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 11th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

This course is designed to be paired with Humane Letters 3 – History. Emphasizing the classical approach to teaching and learning, this course is devoted to reading, discussing, and writing based on ideas contained within the great books of the ancient Greek traditions. In this course students strive to better understand the world around them by thinking critically about the deeds, positions, and disputes of those who came before us. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. This course draws frequently upon the literary aspects of the texts recommended in *Humane Letters 3—History*. Additional recommended texts for this course include, but are not limited to: *Odyssey*, *Euthyphro*, *Meno*, *Republic*, *Nicomachean Ethics*.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Literacy Standards in Social Studies:**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: SS.pdf

**GENERAL INFORMATION**

**Course Number:** 1005351

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** HUMANE LETTERS 3

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 11

**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# Humane Letters 3 Literature (#1005351) 2022 - 2023

## Course Standards

Name	Description
ELA.11.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.11.C.1.3:	Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques. <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate. <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.
ELA.11.C.1.4:	Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.11.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.
ELA.11.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.11.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.
ELA.11.C.4.1:	Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.11.C.5.1:	Create digital presentations to improve the experience of the audience. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.
ELA.11.C.5.2:	Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.
ELA.11.R.1.1:	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

	Track and analyze universal themes in literary texts from different times and places. <b>Clarifications:</b> <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.
ELA.11.R.1.2:	Analyze the author's choices in using juxtaposition to define character perspective. <b>Clarifications:</b> <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast. <i>Clarification 2:</i> The term perspective means "a particular attitude toward or way of regarding something."
ELA.11.R.1.3:	Analyze ways in which poetry reflects themes and issues of its time period. <b>Clarifications:</b> <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods. <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <i>Clarification 2:</i> For more information, see Literary Periods.
ELA.11.R.2.1:	Evaluate the structure(s) and features in texts. <b>Clarifications:</b> <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.11.R.2.2:	Analyze the central idea(s) of speeches and essays from the Classical Period. <b>Clarifications:</b> <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.
ELA.11.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.
ELA.11.R.2.4:	Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends. <b>Clarifications:</b> <i>Clarification 1:</i> Validity refers to the soundness of the arguments. <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.
ELA.11.R.3.1:	Analyze the author's use of figurative language and explain examples of allegory. <b>Clarifications:</b> <i>Clarification 1:</i> Examples of allegory should be taken from the following periods: <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. <i>Clarification 3:</i> See Secondary Figurative Language.
ELA.11.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period. <b>Clarifications:</b> <i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of

ELA.11.R.3.3:	<p>the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p>
ELA.11.R.3.4:	<p>Evaluate an author’s use of rhetoric in text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.11.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.11.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.11.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>

<p>ELA.K12.EE.4.1:</p>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>          In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
<p>ELA.K12.EE.5.1:</p>	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>          Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
<p>ELA.K12.EE.6.1:</p>	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
<p>MA.K12.MTR.1.1:</p>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b>          Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Cultivate a community of growth mindset learners.</li> <li>• Foster perseverance in students by choosing tasks that are challenging.</li> <li>• Develop students' ability to analyze and problem solve.</li> <li>• Recognize students' effort when solving challenging problems.</li> </ul>
<p>MA.K12.MTR.2.1:</p>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b>          Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
<p>MA.K12.MTR.3.1:</p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b>          Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p>



MA.K12.MTR.4.1:	<p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>

ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. <b>Clarifications:</b> Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. <b>Clarifications:</b> Validate other's opinions, use direct statement, use active statement, and offer alternatives.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 11th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

This course is designed to be paired with Humane Letters 3 – History. Emphasizing the classical approach to teaching and learning, this course is devoted to reading, discussing, and writing based on ideas contained within the great books of the ancient Greek traditions. In this course students strive to better understand the world around them by thinking critically about the deeds, positions, and disputes of those who came before us. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. This course draws frequently upon the literary aspects of the texts recommended in *Humane Letters 3—History*. Additional recommended texts for this course include, but are not limited to: *Odyssey*, *Euthyphro*, *Meno*, *Republic*, *Nicomachean Ethics*.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Literacy Standards in Social Studies:

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: SS.pdf

**GENERAL INFORMATION**

**Course Number:** 1005351  
**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature > **Abbreviated Title:** HUMANE LETTERS 3  
**Number of Credits:** One (1) credit  
**Course Length:** Year (Y)  
**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course  
**Course Status:** Course Approved  
**Grade Level(s):** 11  
**Graduation Requirement:** English  
**Course Level:** 2

**Educator Certifications**

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# Humane Letters 3 Literature (#1005351) 2023 - And Beyond

## Course Standards

Name	Description
ELA.11.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.11.C.1.3:	Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques. <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate. <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.
ELA.11.C.1.4:	Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.11.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.
ELA.11.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.11.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.
ELA.11.C.4.1:	Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.11.C.5.1:	Create digital presentations to improve the experience of the audience. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.
ELA.11.C.5.2:	Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.
ELA.11.R.1.1:	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

ELA.11.R.1.2:	<p>Track and analyze universal themes in literary texts from different times and places.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p>
ELA.11.R.1.3:	<p>Analyze the author's choices in using juxtaposition to define character perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means "a particular attitude toward or way of regarding something."</p>
ELA.11.R.1.4:	<p>Analyze ways in which poetry reflects themes and issues of its time period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><i>Clarification 2:</i> For more information, see Literary Periods.</p>
ELA.11.R.2.1:	<p>Evaluate the structure(s) and features in texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.11.R.2.2:	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.11.R.2.3:	<p>Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p>
ELA.11.R.2.4:	<p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p>
ELA.11.R.3.1:	<p>Analyze the author's use of figurative language and explain examples of allegory.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 3:</i> See Secondary Figurative Language.</p>
ELA.11.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
	<p>Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of</p>

ELA.11.R.3.3:	<p>the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p>
ELA.11.R.3.4:	<p>Evaluate an author’s use of rhetoric in text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.11.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.11.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.11.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>

<p>ELA.K12.EE.4.1:</p>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>          In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
<p>ELA.K12.EE.5.1:</p>	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>          Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
<p>ELA.K12.EE.6.1:</p>	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
<p>MA.K12.MTR.1.1:</p>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b>          Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Cultivate a community of growth mindset learners.</li> <li>• Foster perseverance in students by choosing tasks that are challenging.</li> <li>• Develop students' ability to analyze and problem solve.</li> <li>• Recognize students' effort when solving challenging problems.</li> </ul>
<p>MA.K12.MTR.2.1:</p>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b>          Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
<p>MA.K12.MTR.3.1:</p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b>          Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p>

MA.K12.MTR.4.1:	<p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>



ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p><b>Clarifications:</b> Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p><b>Clarifications:</b> Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
SS.912.CG.1.4:	<p>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</p> <ul style="list-style-type: none"> <li>• Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>• Students will evaluate how the documents are connected to one another.</li> <li>• Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>• Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.CG.2.6:	<p>Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.</p> <ul style="list-style-type: none"> <li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li> <li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li> </ul>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 11th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

This course is designed to be paired with *Humane Letters 3 – History*. Emphasizing the classical approach to teaching and learning, this course is devoted to reading, discussing, and writing based on ideas contained within the great books of the ancient Greek traditions. In this course students strive to better understand the world around them by thinking critically about the deeds, positions, and disputes of those who came before us. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. This course draws frequently upon the literary aspects of the texts recommended in *Humane Letters 3—History*. Additional recommended texts for this course include, but are not limited to: *Odyssey*, *Euthyphro*, *Meno*, *Republic*, *Nicomachean Ethics*.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

The *Humane Letters* course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in *Humane Letters* is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language

- personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Literacy Standards in Social Studies:**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: SS.pdf

**GENERAL INFORMATION**

**Course Number:** 1005351

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** HUMANE LETTERS 3

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Course Level:** 2

**Grade Level(s):** 11

**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# Humane Letters 3 Literature Honors (#1005352) 2020 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RH.1.1:	<p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>
LAFS.1112.RH.1.2:	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
LAFS.1112.RH.1.3:	<p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>
LAFS.1112.RH.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).</p>
LAFS.1112.RH.2.5:	<p>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>
LAFS.1112.RH.2.6:	<p>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>
LAFS.1112.RH.3.7:	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
LAFS.1112.RH.3.8:	<p>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>
LAFS.1112.RH.3.9:	<p>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
LAFS.1112.RH.4.10:	<p>By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.</p>
LAFS.1112.RL.1.1:	<p>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.</p>

LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  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.
LAFS.1112.SL.1.1:	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.
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.WHST.1.1:	Write arguments focused on <i>discipline-specific content</i> .  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 the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form 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 or supports the argument presented.
	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.1112.WHST.1.2:	<p>a. Introduce a topic and 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.</p> <p>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.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5:	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.
LAFS.1112.WHST.2.6:	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.
LAFS.1112.WHST.3.7:	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.
LAFS.1112.WHST.3.8:	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 specific 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.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.1112.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.H.2.2:	Classify styles, forms, types, and genres within art forms. <b>Clarifications:</b> Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism.
MAFS.K12.MP.1.1:	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p> <p><b>Standard Relation to Course: Supporting</b></p>
MAFS.K12.MP.3.1:	<p><b>Construct viable arguments and critique the reasoning of others.</b></p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or</p>

read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Standard Relation to Course: Supporting

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Standard Relation to Course: Supporting

MAFS.K12.MP.6.1:

ELD.K12.ELL.LA.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard Relation to Course: Supporting

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

Standard Relation to Course: Supporting

HE.912.B.4.1:

Explain skills needed to communicate effectively with family, peers, and others to enhance health.

**Clarifications:**

Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.

HE.912.B.4.2:

Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

**Clarifications:**

Validate other's opinions, use direct statement, use active statement, and offer alternatives.

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 11th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

This course is designed to be paired with Humane Letters 3 – History. Emphasizing the classical approach to teaching and learning, this course is devoted to reading, discussing, and writing based on ideas contained within the great books of the ancient Greek traditions. In this course students strive to better understand the world around them by thinking critically about the deeds, positions, and disputes of those who came before us. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. This course draws frequently upon the literary aspects of the texts recommended in *Humane Letters 3—History*. Additional recommended texts for this course include, but are not limited to: *Odyssey, Euthyphro, Meno, Republic, Nicomachean Ethics*.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims

- crafting coherent, supported informative/expository texts
- responding to literature for personal and analytical purposes
- writing narratives to develop real or imagined events
- writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Literacy Standards in Social Studies:**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: SS.pdf

**GENERAL INFORMATION**

**Course Number:** 1005352

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** HUMANE LETTERS 3 HON

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course      **Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 11

**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# Humane Letters 3 Literature Honors (#1005352) 2022 - 2023

## Course Standards

Name	Description
ELA.11.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.11.C.1.3:	Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques. <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate. <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.
ELA.11.C.1.4:	Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.11.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.
ELA.11.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.11.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.
ELA.11.C.4.1:	Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.11.C.5.1:	Create digital presentations to improve the experience of the audience. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.
ELA.11.C.5.2:	Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.
ELA.11.R.1.1:	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.



	Track and analyze universal themes in literary texts from different times and places. <b>Clarifications:</b> <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.
ELA.11.R.1.2:	Analyze the author's choices in using juxtaposition to define character perspective. <b>Clarifications:</b> <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast. <i>Clarification 2:</i> The term perspective means "a particular attitude toward or way of regarding something."
ELA.11.R.1.3:	Analyze ways in which poetry reflects themes and issues of its time period. <b>Clarifications:</b> <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods. <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <i>Clarification 2:</i> For more information, see Literary Periods.
ELA.11.R.2.1:	Evaluate the structure(s) and features in texts. <b>Clarifications:</b> <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.11.R.2.2:	Analyze the central idea(s) of speeches and essays from the Classical Period. <b>Clarifications:</b> <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.
ELA.11.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.
ELA.11.R.2.4:	Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends. <b>Clarifications:</b> <i>Clarification 1:</i> Validity refers to the soundness of the arguments. <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.
ELA.11.R.3.1:	Analyze the author's use of figurative language and explain examples of allegory. <b>Clarifications:</b> <i>Clarification 1:</i> Examples of allegory should be taken from the following periods: <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. <i>Clarification 3:</i> See Secondary Figurative Language.
ELA.11.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period. <b>Clarifications:</b> <i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of

ELA.11.R.3.3:	<p>the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p>
ELA.11.R.3.4:	<p>Evaluate an author’s use of rhetoric in text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.11.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.11.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.11.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>

<p>ELA.K12.EE.4.1:</p>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>          In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
<p>ELA.K12.EE.5.1:</p>	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>          Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
<p>ELA.K12.EE.6.1:</p>	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
<p>MA.K12.MTR.1.1:</p>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b>          Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
<p>MA.K12.MTR.2.1:</p>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b>          Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
<p>MA.K12.MTR.3.1:</p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b>          Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p>

MA.K12.MTR.4.1:	<p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>

SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <b>Clarifications:</b> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.H.2.2:	Classify styles, forms, types, and genres within art forms. <b>Clarifications:</b> Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. <b>Clarifications:</b> Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. <b>Clarifications:</b> Validate other's opinions, use direct statement, use active statement, and offer alternatives.

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 11th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

This course is designed to be paired with Humane Letters 3 – History. Emphasizing the classical approach to teaching and learning, this course is devoted to reading, discussing, and writing based on ideas contained within the great books of the ancient Greek traditions. In this course students strive to better understand the world around them by thinking critically about the deeds, positions, and disputes of those who came before us. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. This course draws frequently upon the literary aspects of the texts recommended in *Humane Letters 3—History*. Additional recommended texts for this course include, but are not limited to: *Odyssey, Euthyphro, Meno, Republic, Nicomachean Ethics*.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events

- writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Literacy Standards in Social Studies:**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: SS.pdf

**GENERAL INFORMATION**

**Course Number:** 1005352

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** HUMANE LETTERS 3 HON

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 11

**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# Humane Letters 3 Literature Honors (#1005352) 2023 - And Beyond

## Course Standards

Name	Description
ELA.11.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.11.C.1.3:	Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques. <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate. <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.
ELA.11.C.1.4:	Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.11.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.
ELA.11.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.11.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.
ELA.11.C.4.1:	Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.11.C.5.1:	Create digital presentations to improve the experience of the audience. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.
ELA.11.C.5.2:	Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.
ELA.11.R.1.1:	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

	Track and analyze universal themes in literary texts from different times and places. <b>Clarifications:</b> <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.
ELA.11.R.1.2:	Analyze the author's choices in using juxtaposition to define character perspective. <b>Clarifications:</b> <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast. <i>Clarification 2:</i> The term perspective means "a particular attitude toward or way of regarding something."
ELA.11.R.1.3:	Analyze ways in which poetry reflects themes and issues of its time period. <b>Clarifications:</b> <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods. <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <i>Clarification 2:</i> For more information, see Literary Periods.
ELA.11.R.2.1:	Evaluate the structure(s) and features in texts. <b>Clarifications:</b> <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.11.R.2.2:	Analyze the central idea(s) of speeches and essays from the Classical Period. <b>Clarifications:</b> <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.
ELA.11.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.
ELA.11.R.2.4:	Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends. <b>Clarifications:</b> <i>Clarification 1:</i> Validity refers to the soundness of the arguments. <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.
ELA.11.R.3.1:	Analyze the author's use of figurative language and explain examples of allegory. <b>Clarifications:</b> <i>Clarification 1:</i> Examples of allegory should be taken from the following periods: <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. <i>Clarification 3:</i> See Secondary Figurative Language.
ELA.11.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period. <b>Clarifications:</b> <i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of



ELA.11.R.3.3:	<p>the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p>
ELA.11.R.3.4:	<p>Evaluate an author’s use of rhetoric in text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.11.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.11.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.11.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>

<p>ELA.K12.EE.4.1:</p>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>          In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
<p>ELA.K12.EE.5.1:</p>	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>          Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
<p>ELA.K12.EE.6.1:</p>	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
<p>MA.K12.MTR.1.1:</p>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b>          Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Cultivate a community of growth mindset learners.</li> <li>• Foster perseverance in students by choosing tasks that are challenging.</li> <li>• Develop students' ability to analyze and problem solve.</li> <li>• Recognize students' effort when solving challenging problems.</li> </ul>
<p>MA.K12.MTR.2.1:</p>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b>          Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
<p>MA.K12.MTR.3.1:</p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b>          Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> <p>Engage in discussions that reflect on the mathematical thinking of self and others.</p>

MA.K12.MTR.4.1:	<p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>

SS.912.CG.1.4:	Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic. <ul style="list-style-type: none"> <li>• Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</li> <li>• Students will evaluate how the documents are connected to one another.</li> <li>• Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</li> <li>• Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</li> </ul>
SS.912.CG.2.6:	Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time. <ul style="list-style-type: none"> <li>• Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).</li> <li>• Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.</li> </ul>
SS.912.CG.4.3:	Explain how U.S. foreign policy supports democratic principles and protects human rights around the world. <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.CG.4.4:	Identify indicators of democratization in foreign countries. <ul style="list-style-type: none"> <li>• Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.</li> </ul>
SS.912.H.2.2:	Classify styles, forms, types, and genres within art forms. <b>Clarifications:</b> Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. <b>Clarifications:</b> Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
HE.912.B.4.2:	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. <b>Clarifications:</b> Validate other's opinions, use direct statement, use active statement, and offer alternatives.

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 11th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

This course is designed to be paired with Humane Letters 3 – History. Emphasizing the classical approach to teaching and learning, this course is devoted to reading, discussing, and writing based on ideas contained within the great books of the ancient Greek traditions. In this course students strive to better understand the world around them by thinking critically about the deeds, positions, and disputes of those who came before us. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. This course draws frequently upon the literary aspects of the texts recommended in *Humane Letters 3—History*. Additional recommended texts for this course include, but are not limited to: *Odyssey, Euthyphro, Meno, Republic, Nicomachean Ethics*.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### **Literacy Standards in Social Studies:**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: SS.pdf

## **GENERAL INFORMATION**

**Course Number:** 1005352

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** HUMANE LETTERS 3 HON

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 11

**Graduation Requirement:** English

## **Educator Certifications**



# Humane Letters 4 Literature (#1005353) 2020 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RH.1.1:	<p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>
LAFS.1112.RH.1.2:	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
LAFS.1112.RH.1.3:	<p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>
LAFS.1112.RH.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).</p>
LAFS.1112.RH.2.5:	<p>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>
LAFS.1112.RH.2.6:	<p>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>
LAFS.1112.RH.3.7:	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
LAFS.1112.RH.3.8:	<p>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>
LAFS.1112.RH.3.9:	<p>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
LAFS.1112.RH.4.10:	<p>By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.</p>
LAFS.1112.RL.1.1:	<p>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.</p>

LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  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.
LAFS.1112.SL.1.1:	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.
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.WHST.1.1:	Write arguments focused on <i>discipline-specific content</i> .  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 the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form 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 or supports the argument presented.
	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.



LAFS.1112.WHST.1.2:	<p>a. Introduce a topic and 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.</p> <p>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.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
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LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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LAFS.1112.WHST.2.5:	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.
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LAFS.1112.WHST.2.6:	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.
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LAFS.1112.WHST.3.7:	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.
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LAFS.1112.WHST.3.8:	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 specific 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.
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LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
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LAFS.1112.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Standard Relation to Course: Supporting

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Standard Relation to Course: Supporting

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

	Standard Relation to Course: Supporting
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. <b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. <b>Clarifications:</b> Verbal and written communication, active listening, and how to seek help for a friend.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

This course is designed to be paired with Humane Letters 4 – History. Emphasizing the classical approach to teaching and learning, this course is devoted to reading, discussing, and writing based-on great works from Roman antiquity through the 19<sup>th</sup> century. In this course students strive to better understand the world around them through the evolution of the ideas of those who came before us. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. Recommended texts for this course include, but are not limited to: *Aeneid*, Augustine's *Confessions*, Aquinas' *Treatise on Law*, Dante's *Inferno*, Machiavelli's *Prince*, the philosophy of Descartes, and *The Brothers Karamazov* (The recommended texts list entirely overlaps with *Humane Letters 4—History*, but the two complementary courses make use of these texts for different purposes).

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

## Literacy Standards in Social Studies:

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## English Language Development ELD Standards Special Notes Section:

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## GENERAL INFORMATION

<b>Course Number:</b> 1005353	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> HUMANE LETTERS 4
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 2
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 12	
<b>Graduation Requirement:</b> English	

## Educator Certifications

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# Humane Letters 4 Literature (#1005353) 2022 - 2023

## Course Standards

Name	Description
ELA.12.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p>
ELA.12.C.1.3:	<p>Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis.</p>
ELA.12.C.1.4:	<p>Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p>
ELA.12.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.</p>
ELA.12.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.12.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Convention Progression by Grade Level for more information.</p>
ELA.12.C.4.1:	<p>Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.12.C.5.1:	<p>Design and evaluate digital presentations for effectiveness.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p>
ELA.12.C.5.2:	<p>Create, publish, and share multimedia texts through a variety of digital formats.</p>
ELA.12.R.1.1:	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:            Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author's attitude            Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.  <i>Clarification 4:</i> Functional significance refers to the role each element plays in creating meaning or effect for the reader.</p>
	<p>Analyze two or more themes and evaluate their development throughout a literary text.</p>

ELA.12.R.1.2:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message.</p>
ELA.12.R.1.3:	<p>Evaluate the development of character perspective, including conflicting perspectives.  <b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p>
ELA.12.R.1.4:	<p>Evaluate works of major poets in their historical context.  <b>Clarifications:</b>  <i>Sample poets for this benchmark include:</i></p> <ul style="list-style-type: none"> <li>• Emily Dickinson</li> <li>• Langston Hughes</li> <li>• Robert Frost</li> <li>• Phillis Wheatley</li> <li>• Edna St. Vincent Millay</li> <li>• Countee Cullen</li> <li>• Robert Burns</li> <li>• Percy Bysshe Shelley</li> </ul> <p><i>Clarification 1:</i> A poet’s historical context is the period in which the writing occurred, not when it was discovered or became resurgent.</p> <p><i>Clarification 2:</i> Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.</p> <p><i>Clarification 3:</i> For more information, see Literary Periods.</p>
ELA.12.R.2.1:	<p>Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.12.R.2.2:	<p>Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.</p>
ELA.12.R.2.3:	<p>Evaluate an author’s choices in establishing and achieving purpose(s).</p>
ELA.12.R.2.4:	<p>Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors’ reasoning, use of the same information, and/or the authors’ rhetoric.  <b>Clarifications:</b>  <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><i>Clarification 3:</i> Validity refers to the soundness of the arguments.</p>
ELA.12.R.3.1:	<p>Evaluate an author’s use of figurative language.  <b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.12.R.3.2:	<p>Paraphrase content from grade-level texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.12.R.3.3:	<p>Analyze the influence of classic literature on contemporary world texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Classic literature for this benchmark should be drawn from and representative of the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.</p>

Evaluate rhetorical choices across multiple texts.

**Clarifications:**

*Clarification 1:* Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.

ELA.12.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.12.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.12.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

*Clarification 3:* See Foreign Words and Phrases for a list of commonly used foreign phrases.

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

ELA.12.V.1.3:

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.12.R.3.1 and Secondary Figurative Language.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and

	<p>applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>          Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b>          Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.          Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b>          Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.          Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b>          Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.          Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> </ul>

MA.K12.MTR.4.1:	<ul style="list-style-type: none"> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p><b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.



HE.912.B.4.4:	<b>Clarifications:</b> Verbal and written communication, active listening, and how to seek help for a friend.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

This course is designed to be paired with Humane Letters 4 – History. Emphasizing the classical approach to teaching and learning, this course is devoted to reading, discussing, and writing based-on great works from Roman antiquity through the 19<sup>th</sup> century. In this course students strive to better understand the world around them through the evolution of the ideas of those who came before us. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. Recommended texts for this course include, but are not limited to: *Aeneid*, Augustine’s *Confessions*, Aquinas’ *Treatise on Law*, Dante’s *Inferno*, Machiavelli’s *Prince*, the philosophy of Descartes, and *The Brothers Karamazov* (The recommended texts list entirely overlaps with *Humane Letters 4—History*, but the two complementary courses make use of these texts for different purposes).

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Literacy Standards in Social Studies:

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency

and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: SS.pdf

## GENERAL INFORMATION

**Course Number:** 1005353

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** HUMANE LETTERS 4

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 12

**Course Level:** 2

**Graduation Requirement:** English

## Educator Certifications

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# Humane Letters 4 Literature (#1005353) 2023 - And Beyond

## Course Standards

Name	Description
ELA.12.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p>
ELA.12.C.1.3:	<p>Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis.</p>
ELA.12.C.1.4:	<p>Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p>
ELA.12.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.</p>
ELA.12.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.12.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Convention Progression by Grade Level for more information.</p>
ELA.12.C.4.1:	<p>Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.12.C.5.1:	<p>Design and evaluate digital presentations for effectiveness.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p>
ELA.12.C.5.2:	<p>Create, publish, and share multimedia texts through a variety of digital formats.</p>
ELA.12.R.1.1:	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:            Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author's attitude            Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.  <i>Clarification 4:</i> Functional significance refers to the role each element plays in creating meaning or effect for the reader.</p>
	<p>Analyze two or more themes and evaluate their development throughout a literary text.</p>

ELA.12.R.1.2:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message.</p>
ELA.12.R.1.3:	<p>Evaluate the development of character perspective, including conflicting perspectives.  <b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p>
ELA.12.R.1.4:	<p>Evaluate works of major poets in their historical context.  <b>Clarifications:</b>  <i>Sample poets for this benchmark include:</i></p> <ul style="list-style-type: none"> <li>• Emily Dickinson</li> <li>• Langston Hughes</li> <li>• Robert Frost</li> <li>• Phillis Wheatley</li> <li>• Edna St. Vincent Millay</li> <li>• Countee Cullen</li> <li>• Robert Burns</li> <li>• Percy Bysshe Shelley</li> </ul> <p><i>Clarification 1:</i> A poet’s historical context is the period in which the writing occurred, not when it was discovered or became resurgent.</p> <p><i>Clarification 2:</i> Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.</p> <p><i>Clarification 3:</i> For more information, see Literary Periods.</p>
ELA.12.R.2.1:	<p>Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.12.R.2.2:	<p>Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.</p>
ELA.12.R.2.3:	<p>Evaluate an author’s choices in establishing and achieving purpose(s).</p>
ELA.12.R.2.4:	<p>Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors’ reasoning, use of the same information, and/or the authors’ rhetoric.  <b>Clarifications:</b>  <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><i>Clarification 3:</i> Validity refers to the soundness of the arguments.</p>
ELA.12.R.3.1:	<p>Evaluate an author’s use of figurative language.  <b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.12.R.3.2:	<p>Paraphrase content from grade-level texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.12.R.3.3:	<p>Analyze the influence of classic literature on contemporary world texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Classic literature for this benchmark should be drawn from and representative of the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.</p>

Evaluate rhetorical choices across multiple texts.

**Clarifications:**

*Clarification 1:* Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.

ELA.12.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.12.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.12.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

*Clarification 3:* See Foreign Words and Phrases for a list of commonly used foreign phrases.

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

ELA.12.V.1.3:

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.12.R.3.1 and Secondary Figurative Language.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and

	applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> </ul>

MA.K12.MTR.4.1:	<ul style="list-style-type: none"> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p><b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.

HE.912.B.4.4:	<b>Clarifications:</b> Verbal and written communication, active listening, and how to seek help for a friend.
SS.912.CG.2.7:	Analyze the impact of civic engagement as a means of preserving or reforming institutions. <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul>
SS.912.CG.3.15:	Explain how citizens are affected by the local, state and national governments. <ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

This course is designed to be paired with Humane Letters 4 – History. Emphasizing the classical approach to teaching and learning, this course is devoted to reading, discussing, and writing based-on great works from Roman antiquity through the 19<sup>th</sup> century. In this course students strive to better understand the world around them through the evolution of the ideas of those who came before us. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. Recommended texts for this course include, but are not limited to: *Aeneid*, Augustine’s *Confessions*, Aquinas’ *Treatise on Law*, Dante’s *Inferno*, Machiavelli’s *Prince*, the philosophy of Descartes, and *The Brothers Karamazov* (The recommended texts list entirely overlaps with *Humane Letters 4—History*, but the two complementary courses make use of these texts for different purposes).

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Literacy Standards in Social Studies:

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in



history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: SS.pdf

**GENERAL INFORMATION**

**Course Number:** 1005353  
**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature > **Abbreviated Title:** HUMANE LETTERS 4  
**Number of Credits:** One (1) credit  
**Course Length:** Year (Y)  
**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course  
**Course Status:** Draft - Course Pending Approval  
**Course Level:** 2  
**Grade Level(s):** 12  
**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# Humane Letters 4 Literature Honors (#1005354) 2020 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RH.1.1:	<p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>
LAFS.1112.RH.1.2:	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
LAFS.1112.RH.1.3:	<p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>
LAFS.1112.RH.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).</p>
LAFS.1112.RH.2.5:	<p>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>
LAFS.1112.RH.2.6:	<p>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>
LAFS.1112.RH.3.7:	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
LAFS.1112.RH.3.8:	<p>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>
LAFS.1112.RH.3.9:	<p>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
LAFS.1112.RH.4.10:	<p>By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.</p>
LAFS.1112.RL.1.1:	<p>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.</p>

LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  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.
LAFS.1112.SL.1.1:	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.
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.WHST.1.1:	Write arguments focused on <i>discipline-specific content</i> .  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 the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form 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 or supports the argument presented.
	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.1112.WHST.1.2:	<p>a. Introduce a topic and 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.</p> <p>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.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.2.5:	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.
LAFS.1112.WHST.2.6:	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.
LAFS.1112.WHST.3.7:	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.
LAFS.1112.WHST.3.8:	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 specific 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.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.1112.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.H.2.2:	Classify styles, forms, types, and genres within art forms. <b>Clarifications:</b> Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism.
MAFS.K12.MP.1.1:	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p> <p><b>Standard Relation to Course: Supporting</b></p>
MAFS.K12.MP.3.1:	<p><b>Construct viable arguments and critique the reasoning of others.</b></p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or</p>

read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Standard Relation to Course: Supporting**

MAFS.K12.MP.6.1:	<b>Attend to precision.</b> Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. <b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. <b>Clarifications:</b> Verbal and written communication, active listening, and how to seek help for a friend.

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

This course is designed to be paired with Humane Letters 4 – History. Emphasizing the classical approach to teaching and learning, this course is devoted to reading, discussing, and writing based-on great works from Roman antiquity through the 19<sup>th</sup> century. In this course students strive to better understand the world around them through the evolution of the ideas of those who came before us. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. Recommended texts for this course include, but are not limited to: *Aeneid*, Augustine’s *Confessions*, Aquinas’ *Treatise on Law*, Dante’s *Inferno*, Machiavelli’s *Prince*, the philosophy of Descartes, and *The Brothers Karamazov* (The recommended texts list entirely overlaps with *Humane Letters 4—History*, but the two complementary courses make use of these texts for different purposes).

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims

- crafting coherent, supported informative/expository texts
- responding to literature for personal and analytical purposes
- writing narratives to develop real or imagined events
- writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Literacy Standards in Social Studies:**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: SS.pdf

**GENERAL INFORMATION**

<b>Course Number:</b> 1005354	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
	<b>Abbreviated Title:</b> HUMANE LETTERS 4 HON
<b>Number of Credits:</b> One (1) credit	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"> <li>• Honors</li> <li>• Class Size Core Required</li> </ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 3
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 12	
<b>Graduation Requirement:</b> English	

**Educator Certifications**

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# Humane Letters 4 Literature Honors (#1005354) 2022 - 2023

## Course Standards

Name	Description
ELA.12.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.12.C.1.3:	Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis.
ELA.12.C.1.4:	Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.12.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.
ELA.12.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.12.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> See Convention Progression by Grade Level for more information.
ELA.12.C.4.1:	Conduct research on a topical issue to answer a question and synthesize information from a variety of sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.12.C.5.1:	Design and evaluate digital presentations for effectiveness. <b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.12.C.5.2:	Create, publish, and share multimedia texts through a variety of digital formats.
ELA.12.R.1.1:	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.  <i>Clarification 4:</i> Functional significance refers to the role each element plays in creating meaning or effect for the reader.
	Analyze two or more themes and evaluate their development throughout a literary text.

ELA.12.R.1.2:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message.</p>
ELA.12.R.1.3:	<p>Evaluate the development of character perspective, including conflicting perspectives.  <b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p>
ELA.12.R.1.4:	<p>Evaluate works of major poets in their historical context.  <b>Clarifications:</b>  <i>Sample poets for this benchmark include:</i></p> <ul style="list-style-type: none"> <li>• Emily Dickinson</li> <li>• Langston Hughes</li> <li>• Robert Frost</li> <li>• Phillis Wheatley</li> <li>• Edna St. Vincent Millay</li> <li>• Countee Cullen</li> <li>• Robert Burns</li> <li>• Percy Bysshe Shelley</li> </ul> <p><i>Clarification 1:</i> A poet’s historical context is the period in which the writing occurred, not when it was discovered or became resurgent.</p> <p><i>Clarification 2:</i> Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.</p> <p><i>Clarification 3:</i> For more information, see Literary Periods.</p>
ELA.12.R.2.1:	<p>Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.12.R.2.2:	<p>Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.</p>
ELA.12.R.2.3:	<p>Evaluate an author’s choices in establishing and achieving purpose(s).</p>
ELA.12.R.2.4:	<p>Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors’ reasoning, use of the same information, and/or the authors’ rhetoric.  <b>Clarifications:</b>  <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><i>Clarification 3:</i> Validity refers to the soundness of the arguments.</p>
ELA.12.R.3.1:	<p>Evaluate an author’s use of figurative language.  <b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.12.R.3.2:	<p>Paraphrase content from grade-level texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.12.R.3.3:	<p>Analyze the influence of classic literature on contemporary world texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Classic literature for this benchmark should be drawn from and representative of the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.</p>



Evaluate rhetorical choices across multiple texts.

**Clarifications:**

*Clarification 1:* Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.

ELA.12.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.12.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.12.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

*Clarification 3:* See Foreign Words and Phrases for a list of commonly used foreign phrases.

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

ELA.12.V.1.3:

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.12.R.3.1 and Secondary Figurative Language.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and

	applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> </ul>

MA.K12.MTR.4.1:	<ul style="list-style-type: none"> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
SS.912.C.2.8:	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
SS.912.C.3.13:	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p><b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.</p>
SS.912.C.4.3:	<p>Assess human rights policies of the United States and other countries.</p>

SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.H.2.2:	Classify styles, forms, types, and genres within art forms. <b>Clarifications:</b> Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. <b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.4.4:	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. <b>Clarifications:</b> Verbal and written communication, active listening, and how to seek help for a friend.

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

This course is designed to be paired with Humane Letters 4 – History. Emphasizing the classical approach to teaching and learning, this course is devoted to reading, discussing, and writing based-on great works from Roman antiquity through the 19<sup>th</sup> century. In this course students strive to better understand the world around them through the evolution of the ideas of those who came before us. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. Recommended texts for this course include, but are not limited to: *Aeneid*, Augustine’s *Confessions*, Aquinas’ *Treatise on Law*, Dante’s *Inferno*, Machiavelli’s *Prince*, the philosophy of Descartes, and *The Brothers Karamazov* (The recommended texts list entirely overlaps with *Humane Letters 4—History*, but the two complementary courses make use of these texts for different purposes).

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text

complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Literacy Standards in Social Studies:**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: SS.pdf

**GENERAL INFORMATION**

**Course Number:** 1005354  
**Course Path:** **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature > **Abbreviated Title:** HUMANE LETTERS 4 HON  
**Number of Credits:** One (1) credit  
**Course Length:** Year (Y)  
**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course  
**Course Status:** Course Approved  
**Grade Level(s):** 12  
**Course Level:** 3  
**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# Humane Letters 4 Literature Honors (#1005354) 2023 - And Beyond

## Course Standards

Name	Description
ELA.12.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.12.C.1.3:	Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis.
ELA.12.C.1.4:	Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.12.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.
ELA.12.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.12.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> See Convention Progression by Grade Level for more information.
ELA.12.C.4.1:	Conduct research on a topical issue to answer a question and synthesize information from a variety of sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.12.C.5.1:	Design and evaluate digital presentations for effectiveness. <b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.12.C.5.2:	Create, publish, and share multimedia texts through a variety of digital formats.
ELA.12.R.1.1:	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.  <i>Clarification 4:</i> Functional significance refers to the role each element plays in creating meaning or effect for the reader.
	Analyze two or more themes and evaluate their development throughout a literary text.

ELA.12.R.1.2:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message.</p>
ELA.12.R.1.3:	<p>Evaluate the development of character perspective, including conflicting perspectives.  <b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p>
ELA.12.R.1.4:	<p>Evaluate works of major poets in their historical context.  <b>Clarifications:</b>  <i>Sample poets for this benchmark include:</i></p> <ul style="list-style-type: none"> <li>• Emily Dickinson</li> <li>• Langston Hughes</li> <li>• Robert Frost</li> <li>• Phillis Wheatley</li> <li>• Edna St. Vincent Millay</li> <li>• Countee Cullen</li> <li>• Robert Burns</li> <li>• Percy Bysshe Shelley</li> </ul> <p><i>Clarification 1:</i> A poet’s historical context is the period in which the writing occurred, not when it was discovered or became resurgent.</p> <p><i>Clarification 2:</i> Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.</p> <p><i>Clarification 3:</i> For more information, see Literary Periods.</p>
ELA.12.R.2.1:	<p>Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.12.R.2.2:	<p>Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.</p>
ELA.12.R.2.3:	<p>Evaluate an author’s choices in establishing and achieving purpose(s).</p>
ELA.12.R.2.4:	<p>Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors’ reasoning, use of the same information, and/or the authors’ rhetoric.  <b>Clarifications:</b>  <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><i>Clarification 3:</i> Validity refers to the soundness of the arguments.</p>
ELA.12.R.3.1:	<p>Evaluate an author’s use of figurative language.  <b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.12.R.3.2:	<p>Paraphrase content from grade-level texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.12.R.3.3:	<p>Analyze the influence of classic literature on contemporary world texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Classic literature for this benchmark should be drawn from and representative of the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.</p>

Evaluate rhetorical choices across multiple texts.

**Clarifications:**

*Clarification 1:* Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.

ELA.12.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.12.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.12.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

*Clarification 3:* See Foreign Words and Phrases for a list of commonly used foreign phrases.

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

ELA.12.V.1.3:

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.12.R.3.1 and Secondary Figurative Language.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and



	applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> </ul>

MA.K12.MTR.4.1:	<ul style="list-style-type: none"> <li>• Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>• Create opportunities for students to discuss their thinking with peers.</li> <li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
MA.K12.MTR.5.1:	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul> <p>Explain how citizens are affected by the local, state and national governments.</p>

SS.912.CG.3.15:	<ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul>
SS.912.CG.4.3:	<p>Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.</p> <ul style="list-style-type: none"> <li>• Students will explain how U.S. foreign policy aims to protect liberty around the world and describe how the founding documents support the extension of liberty to all mankind.</li> </ul>
SS.912.CG.4.4:	<p>Identify indicators of democratization in foreign countries.</p> <ul style="list-style-type: none"> <li>• Students will recognize indicators of democratization as a system of free and fair elections, active civic participation, the protection of human rights, and the rule of law.</li> </ul>
SS.912.H.2.2:	<p>Classify styles, forms, types, and genres within art forms.</p> <p><b>Clarifications:</b> Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism.</p>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p><b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p><b>Clarifications:</b> Verbal and written communication, active listening, and how to seek help for a friend.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

This course is designed to be paired with Humane Letters 4 – History. Emphasizing the classical approach to teaching and learning, this course is devoted to reading, discussing, and writing based-on great works from Roman antiquity through the 19<sup>th</sup> century. In this course students strive to better understand the world around them through the evolution of the ideas of those who came before us. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. Recommended texts for this course include, but are not limited to: *Aeneid*, Augustine’s *Confessions*, Aquinas’ *Treatise on Law*, Dante’s *Inferno*, Machiavelli’s *Prince*, the philosophy of Descartes, and *The Brothers Karamazov* (The recommended texts list entirely overlaps with *Humane Letters 4—History*, but the two complementary courses make use of these texts for different purposes).

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

The Humane Letters course focuses on the great literature and texts of the American canon with special attention to the historical progression of the United States from its founding to the present. The course explores the ideas, principles, and stories that have shaped this nation into a modern republic and how these ideas are reflected in representative literature and primary source texts. Through careful reading, thoughtful discussion, and persuasive writing, students will sharpen their abilities to think analytically and critically. The curriculum acquaints students with the American tradition and encourages them to search for truthful conclusions concerning the critical questions and ideas raised during class discussions.

The primary mode of instruction in Humane Letters is the seminar, which is supplemented with direct instruction through lecture or coaching. The seminar format requires that students participate actively in their search for the fullest understanding of the texts under examination. While the instructor serves as a guide in this project, the students and the instructor together investigate and explore the many complex ideas presented in the texts.

The content should include readings from classic American literature and selected primary source documents, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language

- personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**Literacy Standards in Social Studies:**

Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: SS.pdf

**GENERAL INFORMATION**

**Course Number:** 1005354

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** HUMANE LETTERS 4 HON

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 12

**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# Literature and the Arts 2 Honors (#1005360) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RI.3.8:	<p>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., <i>The Federalist</i>, presidential addresses).</p>
LAFS.1112.RI.3.9:	<p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i>, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>
LAFS.1112.RI.4.10:	<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.</p>
LAFS.1112.RL.1.1:	<p>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.</p>
LAFS.1112.RL.1.2:	<p>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.</p>
LAFS.1112.RL.1.3:	<p>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).</p>
LAFS.1112.RL.2.4:	<p>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.)</p>
LAFS.1112.RL.2.5:	<p>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.</p>

LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.SL.1.1:	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.
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	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.
LAFS.1112.W.1.2:	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).
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 11–12 Reading standards to literature (e.g., “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”).</li> <li>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ol>
LAFS.1112.W.4.10:	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.
TH.912.H.1.1:	Analyze how playwrights’ work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.H.2.10:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
MU.912.F.1.1:	Analyze and evaluate the effect of “traditional” and contemporary technologies on the development of music.
MU.912.H.1.1:	Investigate and discuss how a culture’s traditions are reflected through its music. <b>Clarifications:</b> e.g., patriotic, folk, celebration, entertainment, spiritual
MU.912.H.1.4:	Analyze how Western music has been influenced by historical and current world cultures.
MU.912.H.2.3:	Analyze the evolution of a music genre. <b>Clarifications:</b> e.g., jazz, blues
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.9:	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed. <b>Clarifications:</b> e.g., statuary
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.

DA.912.C.1.1:	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.
DA.912.H.1.5:	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.
DA.912.H.2.1:	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form. <b>Clarifications:</b> e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable grades 11-12 students, using texts and artistic works of high complexity, to develop advanced knowledge of the relationship between literature and the fine arts through integrated educational experiences of viewing, reading, writing, speaking and listening, and language. Emphasis will be on the varied cultural influences highlighting the major themes, issues, and topics associated throughout selected literary and artistic periods.

### GENERAL NOTES

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### General Notes

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

- active study of varied texts and artistic pieces
- analysis of the relationships of literature and fine arts texts from varied literary periods to examine
  - artistic and literary craft and structure
  - power and impact of language and use of artistic mediums
  - influence of history, culture, and setting on artistic and literary pieces
  - personal, critical, and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims regarding art and literacy connections
  - crafting coherent, supported informative/expository texts on artistic and literary connections
  - responding to literature and works of art for personal and analytical purposes
  - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in artistic works, multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

#### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION



**Course Number:** 1005360

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts

**Course Path: Section:** Grades PreK to 12  
Education Courses > **Grade Group:** Grades  
9 to 12 and Adult Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Literature >

**Abbreviated Title:** LIT & THE ARTS 2 HON

**Course Length:** Semester (S)

**Course Attributes:**

- Honors

**Course Level:** 3

**Educator Certifications**

English (Grades 6-12)

# Literature and the Arts 2 Honors (#1005360) 2022 - And Beyond

## Course Standards

Name	Description
ELA.11.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.  <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.            Standard Relation to Course: Major</p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.11.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p> <p>Standard Relation to Course: Major</p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.            Standard Relation to Course: Major</p>
ELA.11.C.5.1:	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.            Standard Relation to Course: Major</p>
ELA.11.C.5.2:	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.            Standard Relation to Course: Major</p>
	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:</p>

ELA.11.R.1.1:	<p>Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.2:	<p>Track and analyze universal themes in literary texts from different times and places.  <b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.3:	<p>Analyze the author’s choices in using juxtaposition to define character perspective.  <b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means “a particular attitude toward or way of regarding something.”</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.4:	<p>Analyze ways in which poetry reflects themes and issues of its time period.  <b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><i>Clarification 2:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.1:	<p>Analyze the author’s use of figurative language and explain examples of allegory.  <b>Clarifications:</b>  <i>Clarification 1:</i> Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.2:	<p>Paraphrase content from grade-level texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.3:	<p>Compare and contrast how contemporaneous authors address related topics, comparing the authors’ use of reasoning, and analyzing the texts within the context of the time period.  <b>Clarifications:</b>  <i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> </ul>

- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

*Clarification 2:* For more information on types of reasoning, see Types of Logical Reasoning.

**Standard Relation to Course:** Major

Evaluate an author's use of rhetoric in text.

**Clarifications:**

*Clarification 1:* Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.

ELA.11.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course:** Major

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.11.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course:** Major

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

ELA.11.V.1.2:

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course:** Major

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

ELA.11.V.1.3:

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.11.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course:** Major

Cite evidence to explain and justify reasoning.

**Clarifications:**

ELA.K12.EE.1.1:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course:** Supporting

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**

ELA.K12.EE.3.1:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course:** Supporting

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:	<p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
TH.912.H.1.1:	<p>Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.</p> <p><b>Standard Relation to Course: Supporting</b></p>
TH.912.H.1.4:	<p>Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.</p> <p><b>Standard Relation to Course: Supporting</b></p>
TH.912.H.2.1:	<p>Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.</p> <p><b>Standard Relation to Course: Supporting</b></p>
TH.912.H.2.8:	<p>Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.</p> <p><b>Standard Relation to Course: Supporting</b></p>
TH.912.H.2.10:	<p>Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.</p> <p><b>Standard Relation to Course: Supporting</b></p>
MU.912.F.1.1:	<p>Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.</p> <p><b>Standard Relation to Course: Supporting</b></p>
MU.912.H.1.1:	<p>Investigate and discuss how a culture's traditions are reflected through its music.</p> <p><b>Clarifications:</b> e.g., patriotic, folk, celebration, entertainment, spiritual</p> <p><b>Standard Relation to Course: Supporting</b></p>
MU.912.H.1.4:	<p>Analyze how Western music has been influenced by historical and current world cultures.</p> <p><b>Standard Relation to Course: Supporting</b></p>
MU.912.H.2.3:	<p>Analyze the evolution of a music genre.</p> <p><b>Clarifications:</b> e.g., jazz, blues</p> <p><b>Standard Relation to Course: Supporting</b></p>
VA.912.H.1.1:	<p>Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.</p> <p><b>Standard Relation to Course: Supporting</b></p>
VA.912.H.1.9:	<p>Describe the significance of major artists, architects, or masterworks to understand their historical influences.</p> <p><b>Standard Relation to Course: Supporting</b></p>
VA.912.H.2.3:	<p>Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.</p> <p><b>Clarifications:</b> e.g., statuary</p> <p><b>Standard Relation to Course: Supporting</b></p>
VA.912.O.1.4:	<p>Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.</p> <p><b>Standard Relation to Course: Supporting</b></p>
DA.912.C.1.1:	<p>Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.</p> <p><b>Standard Relation to Course: Supporting</b></p>
DA.912.H.1.5:	<p>Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.</p> <p><b>Standard Relation to Course: Supporting</b></p>
DA.912.H.2.1:	<p>Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.</p> <p><b>Clarifications:</b> e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable grades 11-12 students, using texts and artistic works of high complexity, to develop advanced knowledge of the relationship between literature and the fine arts through integrated educational experiences of viewing, reading, writing, and language. Emphasis will be on the varied cultural influences highlighting the major themes, issues, and topics associated throughout selected literary and artistic periods.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- active study of varied texts and artistic pieces
- analysis of the relationships of literature and fine arts texts from varied literary periods to examine
  - power and impact of language and use of artistic mediums
  - influence of history, culture, and setting on artistic and literary pieces
  - personal, critical, and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims regarding art and literacy connections
  - crafting coherent, supported informative/expository texts on artistic and literary connections
  - responding to literature and works of art for personal and analytical purposes
  - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in artistic works, multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

One-third of the ELA Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1005360

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Course Path: Section:** Grades PreK to 12  
Education Courses > **Grade Group:** Grades  
9 to 12 and Adult Education Courses >  
**Subject:** English/Language Arts >  
**SubSubject:** Literature >

**Abbreviated Title:** LIT & THE ARTS 2 HON

**Course Length:** Semester (S)

**Course Attributes:**

- Honors

**Course Level:** 3

**Educator Certifications**

English (Grades 6-12)
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# Literature in the Media Honors (#1005365) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RI.3.8:	<p>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., <i>The Federalist</i>, presidential addresses).</p>
LAFS.1112.RI.3.9:	<p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i>, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>
LAFS.1112.RI.4.10:	<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.</p>
LAFS.1112.RL.1.1:	<p>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.</p>
LAFS.1112.RL.1.2:	<p>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.</p>
LAFS.1112.RL.1.3:	<p>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).</p>
LAFS.1112.RL.2.4:	<p>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.)</p>
LAFS.1112.RL.2.5:	<p>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.</p>



LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.SL.1.1:	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.
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	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.
LAFS.1112.W.1.2:	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).
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 11–12 Reading standards to literature (e.g., “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”).</li> <li>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ol>
LAFS.1112.W.4.10:	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.
VA.912.C.1.5:	<p>Analyze how visual information is developed in specific media to create a recorded visual image.</p> <p><b>Clarifications:</b> e.g., four-dimensional media, motion or multi-media</p>
VA.912.C.2.2:	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.H.1.1:	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.C.2.5:	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Clarifications:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop knowledge of the narrative parallels between traditional (print) literary texts and 21st century (multimedia in all its digital platforms) texts. Through integrated educational experiences of extensive viewing and reading, writing, speaking, listening, and language, students will study a variety of digital platforms, film, and television, including the use of graphics in these formats.

## GENERAL NOTES

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### General Notes:

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

- active study of varied texts in a variety of platforms
- analysis of the relationships of literature and artistic and digital texts from varied literary periods to examine
  - artistic and literary craft and structure
  - power and impact of language and use of artistic mediums
  - influence of history, culture, and setting on artistic and literary pieces
  - personal, critical, and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims regarding art and literacy connections
  - crafting coherent, supported informative/expository texts on artistic and literary connections
  - responding to literature and works of art for personal and analytical purposes
  - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in artistic works, multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

- Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
- Making close reading and rereading of texts central to lessons.
- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
- Requiring students to support answers with evidence from the text.
- Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## GENERAL INFORMATION

**Course Number:** 1005365

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** LIT IN MEDIA HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

### Educator Certifications

English (Grades 6-12)



# Literature in the Media Honors (#1005365) 2022 - And Beyond

## Course Standards

Name	Description
ELA.11.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.  <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.            Standard Relation to Course: Major</p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.11.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p> <p>Standard Relation to Course: Major</p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.            Standard Relation to Course: Major</p>
ELA.11.C.5.1:	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.            Standard Relation to Course: Major</p>
ELA.11.C.5.2:	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.</p> <p>Standard Relation to Course: Major</p>
	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:</p>

ELA.11.R.1.1:	<p>Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.2:	<p>Track and analyze universal themes in literary texts from different times and places.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.3:	<p>Analyze the author’s choices in using juxtaposition to define character perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means “a particular attitude toward or way of regarding something.”</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.4:	<p>Analyze ways in which poetry reflects themes and issues of its time period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><i>Clarification 2:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.1:	<p>Analyze the author’s use of figurative language and explain examples of allegory.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.3:	<p>Compare and contrast how contemporaneous authors address related topics, comparing the authors’ use of reasoning, and analyzing the texts within the context of the time period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> </ul>

- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

*Clarification 2:* For more information on types of reasoning, see Types of Logical Reasoning.

**Standard Relation to Course:** Major

Evaluate an author's use of rhetoric in text.

**Clarifications:**

*Clarification 1:* Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.

ELA.11.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course:** Major

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.11.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course:** Major

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

ELA.11.V.1.2:

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course:** Major

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

ELA.11.V.1.3:

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.11.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course:** Major

Cite evidence to explain and justify reasoning.

**Clarifications:**

ELA.K12.EE.1.1:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course:** Supporting

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

ELA.K12.EE.2.1:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course:** Supporting

Make inferences to support comprehension.

**Clarifications:**

ELA.K12.EE.3.1:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course:** Supporting

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

	In kindergarten, students learn to listen to one another respectfully.
ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.  <b>Standard Relation to Course: Supporting</b>
	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
	Analyze how visual information is developed in specific media to create a recorded visual image. <b>Clarifications:</b>
VA.912.C.1.5:	e.g., four-dimensional media, motion or multi-media <b>Standard Relation to Course: Supporting</b>
	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress. <b>Standard Relation to Course: Supporting</b>
VA.912.C.2.2:	
	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork. <b>Standard Relation to Course: Supporting</b>
VA.912.H.1.1:	
	Investigate the use of technology and other resources to inspire art-making decisions. <b>Standard Relation to Course: Supporting</b>
VA.912.S.1.2:	
	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	
	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop knowledge of the narrative parallels between traditional (print) literary texts and 21st century (multimedia in all its digital platforms) texts. Through integrated educational experiences of extensive viewing and reading, writing and language, students will study a variety of digital platforms, film, and television, including the use of graphics in these formats.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- active study of varied texts in a variety of platforms
- analysis of the relationships of literature and artistic and digital texts from varied literary periods to examine
  - power and impact of language and use of artistic mediums
  - influence of history, culture, and setting on artistic and literary pieces
  - personal, critical, and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims regarding art and literacy connections
  - crafting coherent, supported expository texts on artistic and literary connections
  - responding to literature and works of art for personal and analytical purposes
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.



**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**VERSION REQUIREMENTS**

One-third of the ELA Book List should be used in instruction.

**GENERAL INFORMATION**

<b>Course Number:</b> 1005365	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> LIT IN MEDIA HON <b>Course Length:</b> Year (Y) <b>Course Attributes:</b>
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 3
<b>Course Status:</b> Draft - Course Pending Approval	

- Honors

**Educator Certifications**

English (Grades 6-12)

# Cambridge AICE English Literature 1 AS Level (#1005370) 2014 - And

Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 1005370

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** English/Language

Arts > **SubSubject:** Literature >

**Abbreviated Title:** AICE ENG LIT 1 AS

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

### Educator Certifications

English (Grades 6-12)

# Cambridge AICE English Literature 2 A Level (#1005375) 2014 - And

Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 1005375

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** English/Language

Arts > **SubSubject:** Literature >

**Abbreviated Title:** AICE ENG LIT 2 AL

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

### Educator Certifications

English (Grades 6-12)

# Cambridge Pre-AICE English Literature IGCSE Level (#1005380) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 1005380

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Course Path:** Section: Grades PreK to

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** English/Language

Arts > **SubSubject:** Literature >

**Abbreviated Title:** PRE-AICE ENG LIT IG

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

### Educator Certifications

English (Grades 6-12)

# International Baccalaureate English Language & Literature 1 (#1005850) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1005850	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB ENG LANG & LIT 1
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Graduation Requirement:</b> English	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)

# International Baccalaureate English Language & Literature 2 (#1005855) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 1005855

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** IB ENG LANG & LIT 2

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Graduation Requirement:** English

**Course Level:** 3

### Educator Certifications

Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)

# International Baccalaureate English Language & Literature 3 (#1005856) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1005856	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB ENG LANG & LIT 3
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Graduation Requirement:</b> English	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)

# International Baccalaureate German Literature Self-Taught 3 (#1005913) 2018 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1005913	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> IB Literature (Self-Taught) >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB GERMAN LIT S-T 3
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)



# International Baccalaureate German Literature Self-Taught 4 (#1005914) 2018 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1005914	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> IB Literature (Self-Taught) >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB GERMAN LIT S-T 4
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)

# International Baccalaureate German Literature Self-Taught 5 (#1005915) 2018 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1005915	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> IB Literature (Self-Taught) >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB GERMAN LIT S-T 5
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)

# International Baccalaureate German Literature Self-Taught 6 (#1005916) 2018 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1005916	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> IB Literature (Self-Taught) >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB GERMAN LIT S-T 6
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

German (Secondary Grades 7-12)
German (Elementary and Secondary Grades K-12)

# International Baccalaureate Gujarati Literature Self-Taught 3 (#1005923) 2018 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Gujarati.**

### GENERAL INFORMATION

**Course Number:** 1005923

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education  
Courses > **Subject:** English/Language  
Arts > **SubSubject:** IB Literature (Self-  
Taught) >

**Abbreviated Title:** IB GUJARATI LIT S-T3

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

# International Baccalaureate Gujarati Literature Self-Taught 4 (#1005924) 2018 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Gujarati.**

### GENERAL INFORMATION

**Course Number:** 1005924

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

**Abbreviated Title:** IB GUJARATI LIT S-T4

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

# International Baccalaureate Gujarati Literature Self-Taught 5 (#1005925) 2018 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Gujarati.**

### GENERAL INFORMATION

**Course Number:** 1005925

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

**Abbreviated Title:** IB GUJARATI LIT S-T5

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

# International Baccalaureate Gujarati Literature Self-Taught 6 (#1005926) 2018 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree with locally documented proficiency in Gujarati.**

### GENERAL INFORMATION

**Course Number:** 1005926

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

**Abbreviated Title:** IB GUJARATI LIT S-T6

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

# International Baccalaureate Hindi Literature Self-Taught 3 (#1005933) 2018 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1005933	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> IB Literature (Self-Taught) >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB HINDI LIT S-T 3
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Hindi (Elementary and Secondary Grades K-12)
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# International Baccalaureate Hindi Literature Self-Taught 4 (#1005934) 2018 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1005934	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> IB Literature (Self-Taught) >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB HINDI LIT S-T 4
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Hindi (Elementary and Secondary Grades K-12)
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# International Baccalaureate Hindi Literature Self-Taught 5 (#1005935) 2018 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1005935	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> IB Literature (Self-Taught) >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB HINDI LIT S-T 5
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Hindi (Elementary and Secondary Grades K-12)
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# International Baccalaureate Hindi Literature Self-Taught 6 (#1005936) 2018 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1005936	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> IB Literature (Self-Taught) >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB HINDI LIT S-T 6
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Hindi (Elementary and Secondary Grades K-12)
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# International Baccalaureate Spanish Literature Self-Taught 3 (#1005953) 2018 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1005953	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> IB Literature (Self-Taught) >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB SPANISH LIT S-T 3
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

# International Baccalaureate Spanish Literature Self-Taught 4 (#1005954) 2018 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1005954	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> IB Literature (Self-Taught) >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB SPANISH LIT S-T 4
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

# International Baccalaureate Spanish Literature Self-Taught 5 (#1005955) 2018 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1005955	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> IB Literature (Self-Taught) >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB SPANISH LIT S-T 5
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

# International Baccalaureate Spanish Literature Self-Taught 6 (#1005956) 2018 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1005956	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> IB Literature (Self-Taught) >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB SPANISH LIT S-T 6
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Spanish (Secondary Grades 7-12)
Spanish (Elementary and Secondary Grades K-12)

# International Baccalaureate French Literature Self-Taught 3 (#1005973) 2021 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 1005973

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

**Abbreviated Title:** IB FRENCH LIT S-T 3

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

### Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)



# International Baccalaureate French Literature Self-Taught 4 (#1005974) 2021 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1005974	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> IB Literature (Self-Taught) >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB FRENCH LIT S-T 4
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)

# International Baccalaureate French Literature Self-Taught 5 (#1005975) 2021 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 1005975

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

**Number of Credits:** One (1) credit

**Abbreviated Title:** IB FRENCH LIT S-T 5

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Level:** 3

### Educator Certifications

French (Secondary Grades 7-12)
French (Elementary and Secondary Grades K-12)

# International Baccalaureate French Literature Self-Taught 6 (#1005976) 2021 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 1005976

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** IB Literature (Self-Taught) >

**Number of Credits:** One (1) credit

**Abbreviated Title:** IB FRENCH LIT S-T 6

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Level:** 3

### Educator Certifications

French (Secondary Grades 7-12)

French (Elementary and Secondary Grades K-12)

# M/J Journalism 1 (#1006000) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.6.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p><i>Clarification 2:</i> Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.</p>
ELA.6.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.6.C.1.4:	<p>Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.6.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p>
ELA.6.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.6.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use comparative and superlative forms of adjectives.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
ELA.6.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.6.C.5.1:	<p>Integrate diverse digital media to enhance audience engagement in oral or written tasks.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.</p>
ELA.6.C.5.2:	<p>Use digital tools to produce writing.</p>

ELA.6.R.2.1:	<p>Explain how individual text sections and/or features convey meaning in texts.</p> <p>Analyze the central idea(s), implied or explicit, and its development throughout a text.</p>
ELA.6.R.2.2:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Various types of support could include an author’s use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.</p>
ELA.6.R.2.3:	<p>Analyze authors’ purpose(s) in multiple accounts of the same event or topic.</p> <p>Track the development of an argument, identifying the types of reasoning used.</p>
ELA.6.R.2.4:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p>
ELA.6.R.3.1:	<p>Explain how figurative language contributes to tone and meaning in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.6.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.6.R.3.3:	<p>Compare and contrast how authors from different time periods address the same or related topics.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Texts for this benchmark should be selected from the following literary periods:</p> <ul style="list-style-type: none"> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul>
ELA.6.R.3.4:	<p>Identify rhetorical appeals in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will identify the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals.</p>
ELA.6.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.6.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p>
ELA.6.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.6.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p>

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media.

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### VERSION REQUIREMENTS

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

- demonstrating entry-level skills in telling stories and providing reports and choosing appropriate platforms/mediums of print, multimedia, online, and broadcast/radio
- demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media
- using fundamental research skills and networking formats collaboration amongst peers, especially during the drafting and practicing stages
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.

**GENERAL INFORMATION**

**Course Number:** 1006000  
**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** Media > **Abbreviated Title:** M/J JOURN 1  
**Course Length:** Year (Y)  
**Course Type:** Elective Course  
**Course Status:** Course Approved  
**Grade Level(s):** 6,7,8  
**Course Level:** 2

**Educator Certifications**

Journalism (Grades 6-12)
English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)

# M/J Journalism 2 (#1006010) 2015 - 2022 (current)

## Course Standards

### Reading Literature

These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Reading Informational Text

These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

### Writing

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

### Speaking and Listening

The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

### Language

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. [\* Indicates standard may be addressed again in higher grades at a more rigorous level of study.]

### Additional Requirements:

The following Florida Standards for Mathematical Practices (MP) are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.7.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LAFS.7.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i> ). b. Spell correctly.
LAFS.7.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LAFS.7.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ). 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 or its part of speech. 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).
LAFS.7.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i> ).
LAFS.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LAFS.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.7.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.7.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or

LAFS.7.W.1.3:	characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LAFS.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LAFS.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
LAFS.7.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.7.C.2.5:	Analyze how messages from media influence health behaviors. <b>Clarifications:</b> Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life- threatening stunts.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. Some activities may be required outside of the school day.

### GENERAL NOTES

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### VERSION REQUIREMENTS

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

- demonstrating skills in telling stories and providing reports and choosing appropriate platforms/mediums of print, multimedia, online, and

- broadcast/radio
- demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media
- using fundamental research skills and networking formats collaboration amongst peers, especially during the drafting and practicing stages
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism

**GENERAL INFORMATION**

**Course Number:** 1006010

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Media >

**Abbreviated Title:** M/J JOURN 2

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

Journalism (Grades 6-12)
English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)

# M/J Journalism 2 (#1006010) 2022 - And Beyond

## Course Standards

Name	Description
ELA.7.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.2.1:	<p>Present information orally, in a logical sequence, emphasizing key points that support the central idea.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.</p> <p><i>Clarification 2:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.5.1:	<p>Integrate diverse digital media to build cohesion in oral or written tasks.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.</p> <p>Standard Relation to Course: Major</p>

ELA.7.C.5.2:	Use digital tools to produce and share writing. <b>Standard Relation to Course: Major</b>
ELA.7.R.2.1:	Explain how individual text sections and/or features convey a purpose in texts. <b>Standard Relation to Course: Major</b>
ELA.7.R.2.2:	Compare two or more central ideas and their development throughout a text. <b>Standard Relation to Course: Major</b>
ELA.7.R.2.3:	Explain how an author establishes and achieves purpose(s) through diction and syntax. <b>Clarifications:</b> <i>Clarification 1:</i> This benchmark focuses on the way in which diction (the author’s word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose. <b>Standard Relation to Course: Major</b>
ELA.7.R.2.4:	Track the development of an argument, analyzing the types of reasoning used and their effectiveness. <b>Clarifications:</b> <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning. <i>Clarification 2:</i> Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal). <b>Standard Relation to Course: Major</b>
ELA.7.R.3.1:	Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction. <i>Clarification 2:</i> See Secondary Figurative Language. <b>Standard Relation to Course: Major</b>
ELA.7.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark. <b>Standard Relation to Course: Major</b>
ELA.7.R.3.3:	Compare and contrast how authors with differing perspectives address the same or related topics or themes. <b>Clarifications:</b> <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.” <b>Standard Relation to Course: Major</b>
ELA.7.R.3.4:	Explain the meaning and/or significance of rhetorical devices in a text. <b>Clarifications:</b> <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 7.R.3.1 with the addition of irony and rhetorical questioning. <i>Clarification 2:</i> See Secondary Figurative Language. <i>Clarification 3:</i> See Rhetorical Devices. <b>Standard Relation to Course: Major</b>
ELA.7.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. <b>Standard Relation to Course: Major</b>
ELA.7.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes. <b>Standard Relation to Course: Major</b>
ELA.7.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.7.R.3.1 and Secondary Figurative Language. <b>Standard Relation to Course: Major</b>
	Cite evidence to explain and justify reasoning. <b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:	<p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to continue to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- demonstrating developing skills in telling stories and providing reports and choosing appropriate platforms/mediums of print, multimedia, online, and broadcast/radio
- demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media
- using fundamental research skills and networking formats collaboration amongst peers, especially during the drafting and practicing stages
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalists

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

**GENERAL INFORMATION**

**Course Number:** 1006010  
**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** Media > **Abbreviated Title:** M/J JOURN 2  
**Course Length:** Year (Y)  
**Course Type:** Elective Course  
**Course Status:** Draft - Course Pending Approval  
**Course Level:** 2

**Educator Certifications**

Journalism (Grades 6-12)
English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
Middle Grades Integrated Curriculum (Middle Grades 5-9)

# M/J Journalism 3 (#1006020) 2015 - 2022 (current)

## Course Standards

### Reading Literature

**Standard Notes:** These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Reading Informational Text

**Standard Notes:** These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

### Writing

**Standards Notes:** Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

### Speaking and Listening

**Standards Notes:** The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

### Language

**Standards Notes:** The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

### Additional Requirements

The following Florida Standards for Mathematical Practices are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.8.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>Form and use verbs in the active and passive voice.</li> <li>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>Recognize and correct inappropriate shifts in verb voice and mood.</li> </ol>
LAFS.8.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>Use an ellipsis to indicate an omission.</li> <li>Spell correctly.</li> </ol>
LAFS.8.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ol>
LAFS.8.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and</li> </ol>



	digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 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).
LAFS.8.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i> ).
LAFS.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LAFS.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.8.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

LAFS.8.W.1.3:	<p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>
LAFS.8.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.8.C.2.5:	<p>Research marketing strategies behind health-related media messages.</p> <p><b>Clarifications:</b> Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. Some activities may be required outside of the school day.

### GENERAL NOTES

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### GENERAL INFORMATION

**Course Number:** 1006020

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**  
Grades 6 to 8 Education Courses >  
**Subject:** English/Language Arts >  
**SubSubject:** Media >  
**Abbreviated Title:** M/J JOURN 3  
**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Course Level:** 2

**Educator Certifications**

Journalism (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)

# M/J Journalism 3 (#1006020) 2022 - And Beyond

## Course Standards

Name	Description
ELA.8.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.8.C.1.3:	<p>Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.            Standard Relation to Course: Major</p>
ELA.8.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.8.C.1.5:	<p>Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.2.1:	<p>Present information orally, in a logical sequence, supporting the central idea with credible evidence.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing.   <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.             Standard Relation to Course: Major</p>
ELA.8.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.             Standard Relation to Course: Major</p>
ELA.8.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.   <i>Clarification 2:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.             Standard Relation to Course: Major</p>
ELA.8.C.5.1:	<p>Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.5.2:	<p>Use a variety of digital tools to collaborate with others to produce writing.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.2.1:	<p>Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.2.2:	<p>Analyze two or more central ideas and their development throughout a text.</p> <p>Standard Relation to Course: Major</p>
	<p>Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p>

ELA.8.R.2.3:	<p><i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.8.R.2.4:	<p>Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.8.R.3.1:	<p>Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.8.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.8.R.3.4:	<p>Explain how an author uses rhetorical devices to support or advance an appeal.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 8.R.3.1 with the addition of irony, rhetorical question, antithesis, and zeugma.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><i>Clarification 3:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><i>Clarification 4:</i> Students will explain the connection between an author's use of rhetorical devices and the appeal—logos, ethos, or pathos—that is being made. Instruction should focus on ensuring students can explain how specific rhetorical devices contribute to the development of the rhetorical appeal(s) the author uses.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.8.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.8.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.8.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.8.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p>

	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	<b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- demonstrating skills in telling stories and providing reports and choosing appropriate platforms/mediums of print, multimedia, online, and broadcast/radio
- demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media
- using fundamental research skills and networking formats collaboration amongst peers, especially during the drafting and practicing stages
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by

curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

## GENERAL INFORMATION

**Course Number:** 1006020

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Media >

**Abbreviated Title:** M/J JOURN 3

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

## Educator Certifications

Journalism (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

# Journalism 1 (#1006300) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.9.C.1.2:	Write narratives using narrative techniques, varied transitions, and a clearly established point of view. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.9.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.
ELA.9.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.9.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.
ELA.9.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.9.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level.
ELA.9.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings. <b>Clarifications:</b> <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.
ELA.9.C.5.1:	Create digital presentations with coherent ideas and a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.9.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.
ELA.9.R.2.1:	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. <b>Clarifications:</b> <i>Clarification 1:</i> Students will analysis the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.9.R.2.2:	Evaluate the support an author uses to develop the central idea(s) throughout a text. <b>Clarifications:</b> <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.
	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. <b>Clarifications:</b>



ELA.9.R.2.3:	<p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.9.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p>
ELA.9.R.3.1:	<p>Explain how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.9.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.9.R.3.4:	<p>Explain an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language and Rhetorical Devices.</p>
ELA.9.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.9.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.9.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.9.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>

	Make inferences to support comprehension. <b>Clarifications:</b>
ELA.K12.EE.3.1:	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.
ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. <b>Clarifications:</b> e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

### GENERAL NOTES

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

- demonstrating entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using fundamental research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

### Special Notes:

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by

curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

**GENERAL INFORMATION**

**Course Number:** 1006300  
**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Print, Broadcast, and Online Media >  
**Abbreviated Title:** JOURN 1  
**Number of Credits:** One (1) credit  
**Course Type:** Core Academic Course  
**Course Status:** State Board Approved  
**Graduation Requirement:** Practical Arts  
**Course Length:** Year (Y)  
**Course Level:** 2

**Educator Certifications**

English (Grades 6-12)
Journalism (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# Fundamentals of Journalism (#1006305) 2021 - 2022 (current)

## Course Standards

Name	Description
LAFS.910.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
LAFS.910.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>
LAFS.910.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i>, <i>analysis</i>, <i>analytical</i>; <i>advocate</i>, <i>advocacy</i>).</li> <li>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, or its etymology.</li> <li>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).</li> </ol>
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.910.L.3.6:	<p>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.</p>
LAFS.910.RI.1.1:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.910.RI.1.2:	<p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
LAFS.910.RI.1.3:	<p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
LAFS.910.RI.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
LAFS.910.RI.4.10:	<p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>
LAFS.910.SL.1.2:	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
LAFS.910.SL.2.6:	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and</p>

LAFS.910.W.1.1:	<p>sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>Use words, phrases, and clauses 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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.910.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	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.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.4.10:	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.
VA.912.F.3.4:	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <p><b>Clarifications:</b> e.g., punctuality, reliability, diligence, positive work ethic</p>
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.8:	<p>Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective.</p> <p><b>Clarifications:</b> e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers</p>
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# General Course Information and Notes

## VERSION DESCRIPTION

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

## GENERAL NOTES

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

- demonstrating entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using fundamental research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

### Special Notes:

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

#### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 1006305

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Print, Broadcast, and Online Media >

**Abbreviated Title:** FUNDMNTL JOURNALISM

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Electives

### Educator Certifications

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

Journalism (Grades 6-12)

# Fundamentals of Journalism (#1006305) 2022 - And Beyond

## Course Standards

Name	Description
ELA.9.C.1.2:	<p>Write narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p>
ELA.9.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.9.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p>
ELA.9.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</p>
ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.   <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.9.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level.</p>
ELA.9.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.</p>
ELA.9.C.5.1:	<p>Create digital presentations with coherent ideas and a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p>
ELA.9.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.</p>
ELA.9.R.2.1:	<p>Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will analysis the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.   <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.9.R.2.3:	<p>Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.   <i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.   <i>Clarification 3:</i> See Secondary Figurative Language.</p>

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

ELA.9.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims. <b>Clarifications:</b> <i>Clarification 1:</i> Validity refers to the soundness of the arguments.
ELA.9.R.3.1:	Explain how figurative language creates mood in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language.
ELA.9.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.9.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.
ELA.9.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.9.R.3.1 and Secondary Figurative Language.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. <b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
	Mathematicians who participate in effortful learning both individually and with others:



MA.K12.MTR.1.1:	<ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
VA.912.F.3.4:	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <p><b>Clarifications:</b> e.g., punctuality, reliability, diligence, positive work ethic</p>
VA.912.F.3.7:	<p>Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.</p>
VA.912.F.3.11:	<p>Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.</p>
VA.912.F.3.12:	<p>Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.</p>
VA.912.H.1.5:	<p>Investigate the use of technology and media design to reflect creative trends in visual culture.</p>
VA.912.H.2.1:	<p>Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.</p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and

broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

## GENERAL NOTES

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

- demonstrating entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using fundamental research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

### Special Notes:

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

#### Additional Instructional Resources:

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## GENERAL INFORMATION

<b>Course Number:</b> 1006305	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Print, Broadcast, and Online Media >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> FUNDMNTL JOURNALISM
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Course Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9	
<b>Graduation Requirement:</b> Electives	

### Educator Certifications

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
Journalism (Grades 6-12)

# Journalism 2 (#1006310) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.10.C.1.2:	Write narratives using an appropriate pace to create tension, mood, and/or tone. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.
ELA.10.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.
ELA.10.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.10.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.
ELA.10.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.
ELA.10.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.
ELA.10.C.4.1:	Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.10.C.5.1:	Create digital presentations to improve understanding of findings, reasoning, and evidence. <b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.
ELA.10.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.
ELA.10.R.2.1:	Analyze the impact of multiple text structures and the use of features in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.10.R.2.2:	Analyze the central idea(s) of historical American speeches and essays.

ELA.10.R.2.3:	<p>Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.10.R.3.4:	<p>Analyze an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.10.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.10.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.10.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.10.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
<p>Read and comprehend grade-level complex texts proficiently.</p>	

ELA.K12.EE.2.1:	<b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. <b>Clarifications:</b> e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to extend fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop further knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

### GENERAL NOTES

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

- demonstrating entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using fundamental research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

### Special Notes:

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency

and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**Additional Instructional Resources:**

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

**GENERAL INFORMATION**

**Course Number:** 1006310

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Print, Broadcast, and Online Media >

**Number of Credits:** One (1) credit

**Abbreviated Title:** JOURN 2

**Course Type:** Elective Course

**Course Length:** Year (Y)

**Course Status:** State Board Approved

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

- |   |
|---|
| English (Grades 6-12)                     |
| Journalism (Grades 6-12)                  |
| Middle Grades English (Middle Grades 5-9) |

# Journalism 3 (#1006320) 2019 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RI.1.1:	<p>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.</p>
LAFS.1112.RI.1.2:	<p>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.</p>
LAFS.1112.RI.1.3:	<p>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.</p>
LAFS.1112.RI.2.4:	<p>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 <i>Federalist No. 10</i>).</p>
LAFS.1112.RI.4.10:	<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.</p>
LAFS.1112.SL.1.1:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing</li> </ol>



	<p>for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>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.</p>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.1112.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.

LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “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”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	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.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. <b>Clarifications:</b> e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to perform grade level skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to continue to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

### GENERAL NOTES

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

- demonstrating advanced skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating advanced skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using advanced research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the changing careers within the multiple formats of 21st century journalism.

#### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or

produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## GENERAL INFORMATION

**Course Number:** 1006320

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Print, Broadcast, and Online Media >

**Number of Credits:** One (1) credit

**Abbreviated Title:** JOURN 3

**Course Type:** Elective Course

**Course Length:** Year (Y)

**Course Status:** Course Approved

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

## Educator Certifications

English (Grades 6-12)
Journalism (Grades 6-12)

# Journalism 3 (#1006320) 2022 - And Beyond

## Course Standards

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.5.1:	<p>Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.  <b>Standard Relation to Course:</b> Major</p>
	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological,</p>

ELA.10.R.2.1:	<p>compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.3:	<p>Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.4:	<p>Analyze an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.10.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in</p>

	<p>their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.1.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>ELA.K12.EE.4.1:</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <p><b>Clarifications:</b> e.g., punctuality, reliability, diligence, positive work ethic <b>Standard Relation to Course: Supporting</b></p>
VA.912.F.3.4:	<p>Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.</p> <p><b>Standard Relation to Course: Supporting</b></p>
VA.912.F.3.7:	<p>Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.</p> <p><b>Standard Relation to Course: Supporting</b></p>
VA.912.F.3.11:	<p>Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.</p> <p><b>Standard Relation to Course: Supporting</b></p>
VA.912.F.3.12:	<p>Investigate the use of technology and media design to reflect creative trends in visual culture.</p> <p><b>Standard Relation to Course: Supporting</b></p>
VA.912.H.1.5:	<p>Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.</p> <p><b>Standard Relation to Course: Supporting</b></p>
VA.912.H.2.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to continue development of fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- demonstrating grade-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating grade-level skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using grade-level research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 1006320

**Course Path:** Section: Grades PreK to

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** English/Language

Arts > **SubSubject:** Print, Broadcast, and

Online Media >

**Abbreviated Title:** JOURN 3

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

### Educator Certifications

English (Grades 6-12)

Journalism (Grades 6-12)

# Journalism 4 (#1006330) 2019 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RI.1.1:	<p>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.</p>
LAFS.1112.RI.1.2:	<p>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.</p>
LAFS.1112.RI.1.3:	<p>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.</p>
LAFS.1112.RI.2.4:	<p>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 <i>Federalist No. 10</i>).</p>
LAFS.1112.RI.4.10:	<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.</p>
LAFS.1112.SL.1.1:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing</li> </ol>



	<p>for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>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.</p>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.1112.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.

LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “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”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	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.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. <b>Clarifications:</b> e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to perform skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to extend further knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

### GENERAL NOTES

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

- demonstrating advanced skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating advanced skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using advanced research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the changing careers within the multiple formats of 21st century journalism.

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate

information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## GENERAL INFORMATION

**Course Number:** 1006330

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** English/Language

Arts > **SubSubject:** Print, Broadcast, and Online Media >

**Abbreviated Title:** JOURN 4

**Course Length:** Year (Y)

**Course Level:** 2

## Educator Certifications

English (Grades 6-12)

Journalism (Grades 6-12)

# Journalism 4 (#1006330) 2022 - And Beyond

## Course Standards

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.  <b>Standard Relation to Course: Major</b></p>
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.  <b>Standard Relation to Course: Major</b></p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  <b>Standard Relation to Course: Major</b></p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.  <b>Standard Relation to Course: Major</b></p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  <b>Standard Relation to Course: Major</b></p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.  <b>Standard Relation to Course: Major</b></p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.  <b>Standard Relation to Course: Major</b></p>
ELA.10.C.5.1:	<p>Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.  <b>Standard Relation to Course: Major</b></p>
ELA.10.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.  <b>Standard Relation to Course: Major</b></p>
	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological,</p>

ELA.10.R.2.1:	<p>compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.3:	<p>Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.4:	<p>Analyze an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.10.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in</p>

	<p>their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.1.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b></p>
VA.912.F.3.4:	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <p><b>Clarifications:</b> e.g., punctuality, reliability, diligence, positive work ethic <b>Standard Relation to Course: Supporting</b></p>
VA.912.F.3.7:	<p>Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.</p> <p><b>Standard Relation to Course: Supporting</b></p>
VA.912.F.3.11:	<p>Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.</p> <p><b>Standard Relation to Course: Supporting</b></p>
VA.912.F.3.12:	<p>Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.</p> <p><b>Standard Relation to Course: Supporting</b></p>
VA.912.H.1.5:	<p>Investigate the use of technology and media design to reflect creative trends in visual culture.</p> <p><b>Standard Relation to Course: Supporting</b></p>
VA.912.H.2.1:	<p>Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to further extend skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop further knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- demonstrating grade-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating grade-level skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using grade-level research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 1006330

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Print, Broadcast, and Online Media >

**Abbreviated Title:** JOURN 4

**Course Length:** Year (Y)

**Course Level:** 2

### Educator Certifications

English (Grades 6-12)
Journalism (Grades 6-12)

# Journalism 5 Honors (#1006331) 2019 - 2022 (current)

## Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>
LAFS.910.L.2.3:	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. <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>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, or its etymology.</li> <li>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).</li> </ol>
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.910.L.3.6:	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.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.



LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>Use words, phrases, and clauses 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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.910.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	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.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	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.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</li> <li>Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</li> </ol>
LAFS.910.W.4.10:	<p>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.</p> <p>Follow directions and use effective time-management skills to complete the art-making process and show development of</p>

VA.912.F.3.4:	21st-century skills. <b>Clarifications:</b> e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to perform advanced skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop advanced knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

### GENERAL NOTES

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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

- demonstrating advanced skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating advanced skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using advanced research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the changing careers within the multiple formats of 21st century journalism.

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

**Course Number:** 1006331

**Number of Credits:** One (1) credit

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Print, Broadcast, and Online Media >

**Abbreviated Title:** JOURN 5 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

English (Grades 6-12)

Journalism (Grades 6-12)

# Journalism 5 Honors (#1006331) 2022 - And Beyond

## Course Standards

Name	Description
ELA.11.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques. Standard Relation to Course: Major
ELA.11.C.1.3:	Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques. <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate. <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis. Standard Relation to Course: Major
ELA.11.C.1.4:	Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types. Standard Relation to Course: Major
ELA.11.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style. Standard Relation to Course: Major
ELA.11.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric. Standard Relation to Course: Major
ELA.11.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"><li>• Use knowledge of usage rules to create flow in writing and presenting.</li></ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information. Standard Relation to Course: Major
ELA.11.C.4.1:	Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. Standard Relation to Course: Major
ELA.11.C.5.1:	Create digital presentations to improve the experience of the audience. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience. Standard Relation to Course: Major
ELA.11.C.5.2:	Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site. Standard Relation to Course: Major
ELA.11.R.2.1:	Evaluate the structure(s) and features in texts. <b>Clarifications:</b> <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs,

	graphs, charts, illustrations, glossary, footnotes, annotations, and appendix. <b>Standard Relation to Course: Major</b>
ELA.11.R.2.2:	Analyze the central idea(s) of speeches and essays from the Classical Period. <b>Clarifications:</b> <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices. <b>Standard Relation to Course: Major</b>
ELA.11.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period. <b>Standard Relation to Course: Major</b>
ELA.11.R.2.4:	Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends. <b>Clarifications:</b> <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.  <b>Standard Relation to Course: Major</b>
ELA.11.R.3.1:	Analyze the author's use of figurative language and explain examples of allegory. <b>Clarifications:</b> <i>Clarification 1:</i> Examples of allegory should be taken from the following periods: <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. <i>Clarification 3:</i> See Secondary Figurative Language. <b>Standard Relation to Course: Major</b>
ELA.11.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark. <b>Standard Relation to Course: Major</b>
ELA.11.R.3.4:	Evaluate an author's use of rhetoric in text. <b>Clarifications:</b> <i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.  <i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.  <i>Clarification 3:</i> See Secondary Figurative Language.  <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.  <b>Standard Relation to Course: Major</b>
ELA.11.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.  <b>Standard Relation to Course: Major</b>
ELA.11.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.  <b>Standard Relation to Course: Major</b>
ELA.11.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See Context Clues and Word Relationships.

Standard Relation to Course: Major

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Standard Relation to Course: Supporting

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Standard Relation to Course: Supporting

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Standard Relation to Course: Supporting

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Standard Relation to Course: Supporting

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Standard Relation to Course: Supporting

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Standard Relation to Course: Supporting

ELA.K12.EE.6.1:

Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.

**Clarifications:**

e.g., punctuality, reliability, diligence, positive work ethic

Standard Relation to Course: Supporting

VA.912.F.3.4:

Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.

Standard Relation to Course: Supporting

VA.912.F.3.7:

Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.

Standard Relation to Course: Supporting

VA.912.F.3.11:

Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.

Standard Relation to Course: Supporting

VA.912.F.3.12:

Investigate the use of technology and media design to reflect creative trends in visual culture.

Standard Relation to Course: Supporting

VA.912.H.1.5:

Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.

Standard Relation to Course: Supporting

VA.912.H.2.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard Relation to Course: Supporting

ELD.K12.ELL.LA.1:

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to perform advanced skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop advanced knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- demonstrating advanced skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating advanced skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using advanced research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the changing careers within the multiple formats of 21st century journalism.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

<b>Course Number:</b> 1006331	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Print, Broadcast, and Online Media >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> JOURN 5 HON
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Honors</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

English (Grades 6-12)  
Journalism (Grades 6-12)





# Journalism 6 Honors (#1006332) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RH.1.1:	<p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>
LAFS.1112.RH.1.2:	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
LAFS.1112.RH.1.3:	<p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>
LAFS.1112.RI.1.2:	<p>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.</p>
LAFS.1112.RI.1.3:	<p>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.</p>
LAFS.1112.RI.2.4:	<p>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 <i>Federalist No. 10</i>).</p>
LAFS.1112.RI.4.10:	<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.</p>
	<p>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.</p> <ol style="list-style-type: none"> <li>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</li> </ol>

LAFS.1112.SL.1.1:	<p>exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>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.</p> <p>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.</p>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
LAFS.1112.W.1.2:	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “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”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	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.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. <b>Clarifications:</b> e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.8:	Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective. <b>Clarifications:</b> e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to perform advanced work in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop advanced knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. School and professional publication efforts are expected.

### GENERAL NOTES

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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

- demonstrating advanced skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating advanced skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using advanced writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using advanced research skills and networking formats;
- demonstrating awareness of the recent history of journalism and changes in the responsible and ethical use of information, including the use

- of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

**Special Notes:**

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**GENERAL INFORMATION**

<b>Course Number:</b> 1006332	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Print, Broadcast, and Online Media >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> JOURN 6 HON
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"> <li>• Honors</li> </ul>
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 3
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	

**Educator Certifications**

English (Grades 6-12)
Journalism (Grades 6-12)

# Journalism 6 Honors (#1006332) 2022 - And Beyond

## Course Standards

Name	Description
ELA.11.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.  <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.            Standard Relation to Course: Major</p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.11.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p> <p>Standard Relation to Course: Major</p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.            Standard Relation to Course: Major</p>
ELA.11.C.5.1:	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.            Standard Relation to Course: Major</p>
ELA.11.C.5.2:	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.</p> <p>Standard Relation to Course: Major</p>
ELA.11.R.2.1:	<p>Evaluate the structure(s) and features in texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs,</p>

	graphs, charts, illustrations, glossary, footnotes, annotations, and appendix. <b>Standard Relation to Course: Major</b>
ELA.11.R.2.2:	Analyze the central idea(s) of speeches and essays from the Classical Period. <b>Clarifications:</b> <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices. <b>Standard Relation to Course: Major</b>
ELA.11.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period. <b>Standard Relation to Course: Major</b>
ELA.11.R.2.4:	Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends. <b>Clarifications:</b> <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.  <b>Standard Relation to Course: Major</b>
ELA.11.R.3.1:	Analyze the author's use of figurative language and explain examples of allegory. <b>Clarifications:</b> <i>Clarification 1:</i> Examples of allegory should be taken from the following periods: <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. <i>Clarification 3:</i> See Secondary Figurative Language. <b>Standard Relation to Course: Major</b>
ELA.11.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark. <b>Standard Relation to Course: Major</b>
ELA.11.R.3.4:	Evaluate an author's use of rhetoric in text. <b>Clarifications:</b> <i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.  <i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.  <i>Clarification 3:</i> See Secondary Figurative Language.  <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.  <b>Standard Relation to Course: Major</b>
ELA.11.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.  <b>Standard Relation to Course: Major</b>
ELA.11.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.  <b>Standard Relation to Course: Major</b>
ELA.11.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See Context Clues and Word Relationships.

Clarification 3: See ELA.11.R.3.1 and Secondary Figurative Language.

Standard Relation to Course: Major

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Standard Relation to Course: Supporting

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Standard Relation to Course: Supporting

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Standard Relation to Course: Supporting

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Standard Relation to Course: Supporting

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Standard Relation to Course: Supporting

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Standard Relation to Course: Supporting

ELA.K12.EE.6.1:

Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.

**Clarifications:**

e.g., punctuality, reliability, diligence, positive work ethic

Standard Relation to Course: Supporting

VA.912.F.3.4:

Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.

Standard Relation to Course: Supporting

VA.912.F.3.7:

Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective.

**Clarifications:**

e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers

Standard Relation to Course: Supporting

VA.912.F.3.8:

Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.

Standard Relation to Course: Supporting

VA.912.F.3.11:

Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.

Standard Relation to Course: Supporting

VA.912.F.3.12:

Investigate the use of technology and media design to reflect creative trends in visual culture.

Standard Relation to Course: Supporting

VA.912.H.1.5:

VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history. Standard Relation to Course: Supporting
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to perform advanced work in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop advanced knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. School and professional publication efforts are expected.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- demonstrating advanced skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating advanced skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using advanced writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using advanced research skills and networking formats;
- demonstrating awareness of the recent history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

**Course Number:** 1006332

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Print, Broadcast, and Online Media >

**Abbreviated Title:** JOURN 6 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3



**Educator Certifications**

English (Grades 6-12)

Journalism (Grades 6-12)

# Journalism 7 Honors (#1006333) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RH.1.1:	<p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>
LAFS.1112.RH.1.2:	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
LAFS.1112.RH.1.3:	<p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>
LAFS.1112.RI.1.2:	<p>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.</p>
LAFS.1112.RI.1.3:	<p>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.</p>
LAFS.1112.RI.2.4:	<p>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 <i>Federalist No. 10</i>).</p>
LAFS.1112.RI.4.10:	<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.</p>
	<p>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.</p> <ol style="list-style-type: none"> <li>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</li> </ol>

LAFS.1112.SL.1.1:	<p>exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>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.</p> <p>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.</p>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
LAFS.1112.W.1.2:	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “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”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	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.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. <b>Clarifications:</b> e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.8:	Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective. <b>Clarifications:</b> e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to perform advanced work in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop extended knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. School and professional publication efforts are expected.

### GENERAL NOTES

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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

- demonstrating advanced skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating advanced layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using advanced writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using advanced research skills and networking formats;
- demonstrating awareness of the recent history of journalism and changes in the responsible and ethical use of information, including the use

- of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

**Special Notes:**

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**GENERAL INFORMATION**

<b>Course Number:</b> 1006333	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Print, Broadcast, and Online Media >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> JOURN 7 HON
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"> <li>• Honors</li> </ul>
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 3
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	

**Educator Certifications**

English (Grades 6-12)
Journalism (Grades 6-12)

# Journalism 7 Honors (#1006333) 2022 - And Beyond

## Course Standards

Name	Description
ELA.12.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques. Standard Relation to Course: Major
ELA.12.C.1.3:	Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis. Standard Relation to Course: Major
ELA.12.C.1.4:	Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types. Standard Relation to Course: Major
ELA.12.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style. Standard Relation to Course: Major
ELA.12.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric. Standard Relation to Course: Major
ELA.12.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> See Convention Progression by Grade Level for more information. Standard Relation to Course: Major
ELA.12.C.4.1:	Conduct research on a topical issue to answer a question and synthesize information from a variety of sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. Standard Relation to Course: Major
ELA.12.C.5.1:	Design and evaluate digital presentations for effectiveness. <b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience. Standard Relation to Course: Major
ELA.12.C.5.2:	Create, publish, and share multimedia texts through a variety of digital formats. Standard Relation to Course: Major
ELA.12.R.2.1:	Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective. <b>Clarifications:</b> <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix. Standard Relation to Course: Major
ELA.12.R.2.2:	Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective. Standard Relation to Course: Major
ELA.12.R.2.3:	Evaluate an author's choices in establishing and achieving purpose(s). Standard Relation to Course: Major

Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.

**Clarifications:**

*Clarification 1:* For more information on types of reasoning, see Types of Logical Reasoning.

ELA.12.R.2.4:

*Clarification 2:* See Rhetorical Appeals and Rhetorical Devices.

*Clarification 3:* Validity refers to the soundness of the arguments.

**Standard Relation to Course:** Major

Evaluate an author's use of figurative language.

**Clarifications:**

*Clarification 1:* Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

ELA.12.R.3.1:

*Clarification 2:* See Secondary Figurative Language.

**Standard Relation to Course:** Major

Paraphrase content from grade-level texts.

**Clarifications:**

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

**Standard Relation to Course:** Major

ELA.12.R.3.2:

Evaluate rhetorical choices across multiple texts.

**Clarifications:**

*Clarification 1:* Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.

ELA.12.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course:** Major

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.12.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course:** Major

Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.12.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

*Clarification 3:* See Foreign Words and Phrases for a list of commonly used foreign phrases.

**Standard Relation to Course:** Major

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

ELA.12.V.1.3:

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.12.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course:** Major

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	<p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b></p>
VA.912.F.3.4:	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <p><b>Clarifications:</b> e.g., punctuality, reliability, diligence, positive work ethic <b>Standard Relation to Course: Supporting</b></p>
VA.912.F.3.7:	<p>Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.</p> <p><b>Standard Relation to Course: Supporting</b></p>
VA.912.F.3.8:	<p>Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective.</p> <p><b>Clarifications:</b> e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers <b>Standard Relation to Course: Supporting</b></p>
VA.912.F.3.11:	<p>Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.</p> <p><b>Standard Relation to Course: Supporting</b></p>
VA.912.F.3.12:	<p>Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.</p> <p><b>Standard Relation to Course: Supporting</b></p>
VA.912.H.1.5:	<p>Investigate the use of technology and media design to reflect creative trends in visual culture.</p> <p><b>Standard Relation to Course: Supporting</b></p>
VA.912.H.2.1:	<p>Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes



## VERSION DESCRIPTION

The purpose of this course is to enable students to perform advanced work in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop extended knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. School and professional publication efforts are expected.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- demonstrating advanced skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating advanced layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using advanced writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using advanced research skills and networking formats;
- demonstrating awareness of the recent history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## GENERAL INFORMATION

<b>Course Number:</b> 1006333	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Print, Broadcast, and Online Media >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> JOURN 7 HON
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Honors</li></ul>
	<b>Course Level:</b> 3

## Educator Certifications

English (Grades 6-12)
Journalism (Grades 6-12)

# Journalism 8 Honors (#1006334) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RH.1.1:	<p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>
LAFS.1112.RH.1.2:	<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
LAFS.1112.RH.1.3:	<p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>
LAFS.1112.RI.1.2:	<p>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.</p>
LAFS.1112.RI.1.3:	<p>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.</p>
LAFS.1112.RI.2.4:	<p>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 <i>Federalist No. 10</i>).</p>
LAFS.1112.RI.4.10:	<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.</p>
	<p>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.</p> <ol style="list-style-type: none"> <li>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</li> </ol>

LAFS.1112.SL.1.1:	<p>exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>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.</p> <p>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.</p>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
LAFS.1112.W.1.2:	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “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”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	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.
VA.912.F.3.4:	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. <b>Clarifications:</b> e.g., punctuality, reliability, diligence, positive work ethic
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
VA.912.F.3.8:	Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective. <b>Clarifications:</b> e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to perform highly advanced work in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop extended knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. School, community, and professional publication is expected.

### GENERAL NOTES

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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

- demonstrating highly advanced work in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating highly advanced layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using professional writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using highly advanced research skills and networking formats;
- analyzing the recent changes in the history of journalism and changes in the responsible and ethical use of information, including the use of

- print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

**Special Notes:**

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**GENERAL INFORMATION**

<b>Course Number:</b> 1006334	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Print, Broadcast, and Online Media >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> JOURN 8 HON
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"> <li>• Honors</li> </ul>
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 3
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	

**Educator Certifications**

English (Grades 6-12)
Journalism (Grades 6-12)

# Journalism 8 Honors (#1006334) 2022 - And Beyond

## Course Standards

Name	Description
ELA.12.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques. Standard Relation to Course: Major
ELA.12.C.1.3:	Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis. Standard Relation to Course: Major
ELA.12.C.1.4:	Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types. Standard Relation to Course: Major
ELA.12.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style. Standard Relation to Course: Major
ELA.12.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric. Standard Relation to Course: Major
ELA.12.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> See Convention Progression by Grade Level for more information. Standard Relation to Course: Major
ELA.12.C.4.1:	Conduct research on a topical issue to answer a question and synthesize information from a variety of sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. Standard Relation to Course: Major
ELA.12.C.5.1:	Design and evaluate digital presentations for effectiveness. <b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience. Standard Relation to Course: Major
ELA.12.C.5.2:	Create, publish, and share multimedia texts through a variety of digital formats. Standard Relation to Course: Major
ELA.12.R.2.1:	Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective. <b>Clarifications:</b> <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix. Standard Relation to Course: Major
ELA.12.R.2.2:	Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective. Standard Relation to Course: Major
ELA.12.R.2.3:	Evaluate an author's choices in establishing and achieving purpose(s). Standard Relation to Course: Major

Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.

**Clarifications:**

*Clarification 1:* For more information on types of reasoning, see Types of Logical Reasoning.

ELA.12.R.2.4:

*Clarification 2:* See Rhetorical Appeals and Rhetorical Devices.

*Clarification 3:* Validity refers to the soundness of the arguments.

**Standard Relation to Course: Major**

Evaluate an author's use of figurative language.

**Clarifications:**

*Clarification 1:* Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

ELA.12.R.3.1:

*Clarification 2:* See Secondary Figurative Language.

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

**Clarifications:**

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

**Standard Relation to Course: Major**

ELA.12.R.3.2:

Evaluate rhetorical choices across multiple texts.

**Clarifications:**

*Clarification 1:* Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.

ELA.12.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.12.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course: Major**

Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.12.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

*Clarification 3:* See Foreign Words and Phrases for a list of commonly used foreign phrases.

**Standard Relation to Course: Major**

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

ELA.12.V.1.3:

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.12.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:	<p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b></p>
VA.912.F.3.4:	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <p><b>Clarifications:</b> e.g., punctuality, reliability, diligence, positive work ethic <b>Standard Relation to Course: Supporting</b></p>
VA.912.F.3.7:	<p>Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.</p> <p><b>Standard Relation to Course: Supporting</b></p>
VA.912.F.3.8:	<p>Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective.</p> <p><b>Clarifications:</b> e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers <b>Standard Relation to Course: Supporting</b></p>
VA.912.F.3.11:	<p>Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.</p> <p><b>Standard Relation to Course: Supporting</b></p>
VA.912.F.3.12:	<p>Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.</p> <p><b>Standard Relation to Course: Supporting</b></p>
VA.912.H.1.5:	<p>Investigate the use of technology and media design to reflect creative trends in visual culture.</p> <p><b>Standard Relation to Course: Supporting</b></p>
VA.912.H.2.1:	<p>Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes



## VERSION DESCRIPTION

The purpose of this course is to enable students to perform highly advanced work in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop extended knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. School, community, and professional publication is expected.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- demonstrating highly advanced work in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating highly advanced layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using professional writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using highly advanced research skills and networking formats;
- analyzing the recent changes in the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## GENERAL INFORMATION

<b>Course Number:</b> 1006334	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Print, Broadcast, and Online Media >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> JOURN 8 HON
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Attributes:</b>
	<ul style="list-style-type: none"><li>• Honors</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

English (Grades 6-12)
Journalism (Grades 6-12)



# Social Media 1 (#1006375) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p>Standard Relation to Course: Major</p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p>Standard Relation to Course: Major</p>
ELA.10.R.3.4:	<p>Analyze an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p>Standard Relation to Course: Major</p>
ELA.9.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.9.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p> <p>Standard Relation to Course: Major</p>
ELA.9.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</p> <p>Standard Relation to Course: Major</p>
ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p>Standard Relation to Course: Major</p>
ELA.9.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level.</p> <p>Standard Relation to Course: Major</p>

ELA.9.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.  <b>Standard Relation to Course:</b> Major</p>
ELA.9.C.5.1:	<p>Create digital presentations with coherent ideas and a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.  <b>Standard Relation to Course:</b> Major</p>
ELA.9.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.  <b>Standard Relation to Course:</b> Major</p>
ELA.9.R.2.1:	<p>Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will analysis the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.9.R.2.2:	<p>Evaluate the support an author uses to develop the central idea(s) throughout a text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.9.R.2.3:	<p>Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 3:</i> See Secondary Figurative Language.  <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.9.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <b>Standard Relation to Course:</b> Major</p>
ELA.9.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.  <b>Standard Relation to Course:</b> Major</p>
ELA.9.R.3.4:	<p>Explain an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.  <i>Clarification 2:</i> See Secondary Figurative Language and Rhetorical Devices.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.9.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.9.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>

	Standard Relation to Course: Major
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. Standard Relation to Course: Supporting
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. Standard Relation to Course: Supporting
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. Standard Relation to Course: Supporting
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. Standard Relation to Course: Supporting
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. Standard Relation to Course: Supporting
VA.912.C.1.5:	Analyze how visual information is developed in specific media to create a recorded visual image. <b>Clarifications:</b> e.g., four-dimensional media, motion or multi-media Standard Relation to Course: Major
VA.912.O.1.4:	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results. Standard Relation to Course: Major
VA.912.S.1.2:	Investigate the use of technology and other resources to inspire art-making decisions. Standard Relation to Course: Major
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. <b>Clarifications:</b> Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts. Standard Relation to Course: Supporting
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. <b>Clarifications:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence. Standard Relation to Course: Supporting

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses.

### GENERAL NOTES

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

- Demonstrating entry-level skills in digital communication and packaging them across the platforms/mediums of print, multimedia, online, and broadcast;
- Demonstrating fundamental skills in social media platforms and their uses; expressing social connections with maturity and complexity appropriate to writer, audience, purpose, and context;
- Using fundamental research skills and networking formats;
- Collaborating amongst peers; and
- Using effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**GENERAL INFORMATION**

**Course Number:** 1006375  
**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Print, Broadcast, and Online Media >  
**Abbreviated Title:** SOCIAL MEDIA 1  
**Number of Credits:** Half credit (.5)  
**Course Type:** Elective Course  
**Course Status:** State Board Approved  
**Grade Level(s):** 9,10,11,12  
**Course Length:** Semester (S)  
**Course Level:** 2  
**Graduation Requirement:** Electives

**Educator Certifications**

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# M/J Speech and Debate 1 (#1007000) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.6.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.6.C.1.4:	<p>Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.6.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p>
ELA.6.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.6.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use comparative and superlative forms of adjectives.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul>
ELA.6.C.3.1:	<p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
ELA.6.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.6.C.5.1:	<p>Integrate diverse digital media to enhance audience engagement in oral or written tasks.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.</p>
ELA.6.C.5.2:	<p>Use digital tools to produce writing.</p>
ELA.6.R.2.2:	<p>Analyze the central idea(s), implied or explicit, and its development throughout a text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.</p>
ELA.6.R.2.2:	<p>Track the development of an argument, identifying the types of reasoning used.</p> <p><b>Clarifications:</b></p>

ELA.6.R.2.4:	<p><i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p>
ELA.6.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.6.R.3.3:	<p>Compare and contrast how authors from different time periods address the same or related topics.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Texts for this benchmark should be selected from the following literary periods:</p> <ul style="list-style-type: none"> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul>
ELA.6.R.3.4:	<p>Identify rhetorical appeals in a text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will identify the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals.</p>
ELA.6.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.6.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p>
ELA.6.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.6.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.</p>



ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course is focused on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating different types of oral presentations and debate. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

### GENERAL NOTES

The purpose of this course is to develop grade 6 students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

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

- learning and practicing a variety of speech forms
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language arts
  - use of standard English
- using research & writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
  - collaboration amongst peers, especially during the drafting and practicing stages

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success.

The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### GENERAL INFORMATION

**Course Number:** 1007000

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**  
Grades 6 to 8 Education Courses >  
**Subject:** English/Language Arts >  
**SubSubject:** Oral Communications >  
**Abbreviated Title:** M/J SPEECH-  
DEBATE 1

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** State Board Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

Speech (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

# M/J Speech and Debate 2 (#1007010) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.7.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.7.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p>
ELA.7.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p>
ELA.7.C.2.1:	<p>Present information orally, in a logical sequence, emphasizing key points that support the central idea.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.7.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
ELA.7.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.</p> <p><i>Clarification 2:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.7.C.5.1:	<p>Integrate diverse digital media to build cohesion in oral or written tasks.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.</p>
ELA.7.C.5.2:	<p>Use digital tools to produce and share writing.</p>
ELA.7.R.2.2:	<p>Compare two or more central ideas and their development throughout a text.</p>
ELA.7.R.2.3:	<p>Explain how an author establishes and achieves purpose(s) through diction and syntax.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> This benchmark focuses on the way in which diction (the author’s word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.</p>
ELA.7.R.2.4:	<p>Track the development of an argument, analyzing the types of reasoning used and their effectiveness.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p>
	<p>Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).</p>

ELA.7.R.3.1:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.7.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.7.R.3.3:	<p>Compare and contrast how authors with differing perspectives address the same or related topics or themes.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.”</p>
ELA.7.R.3.4:	<p>Explain the meaning and/or significance of rhetorical devices in a text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 7.R.3.1 with the addition of irony and rhetorical questioning.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><i>Clarification 3:</i> See Rhetorical Devices.</p>
ELA.7.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.7.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p>
ELA.7.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.7.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.3.2:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.</p>

ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to develop grade 7 students' awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

### GENERAL NOTES

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

### Special Notes:

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### GENERAL INFORMATION

**Course Number:** 1007010

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Oral Communications >

**Abbreviated Title:** M/J SPEECH-DEBATE 2

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

## Educator Certifications

Speech (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

# M/J Speech and Debate 3 (#1007020) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.8.C.1.3:	<p>Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.8.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p>
ELA.8.C.1.5:	<p>Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.</p>
ELA.8.C.2.1:	<p>Present information orally, in a logical sequence, supporting the central idea with credible evidence.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing.   <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.8.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
ELA.8.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.   <i>Clarification 2:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.8.C.5.1:	<p>Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.</p>
ELA.8.C.5.2:	<p>Use a variety of digital tools to collaborate with others to produce writing.</p>
ELA.8.R.2.2:	<p>Analyze two or more central ideas and their development throughout a text.</p>
ELA.8.R.2.3:	<p>Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.   <i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.   <i>Clarification 3:</i> See Secondary Figurative Language.   <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.8.R.2.4:	<p>Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.   <i>Clarification 2:</i> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are</p>

related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).

ELA.8.R.3.1:	Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction. <i>Clarification 2:</i> See Secondary Figurative Language.
ELA.8.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
ELA.8.R.3.3:	Compare and contrast the use or discussion of archetypes in texts. <b>Clarifications:</b> <i>Clarification 1:</i> See Archetypes.
ELA.8.R.3.4:	Explain how an author uses rhetorical devices to support or advance an appeal. <b>Clarifications:</b> <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 8.R.3.1 with the addition of irony, rhetorical question, antithesis, and zeugma. <i>Clarification 2:</i> See Secondary Figurative Language. <i>Clarification 3:</i> See Rhetorical Appeals and Rhetorical Devices. <i>Clarification 4:</i> Students will explain the connection between an author's use of rhetorical devices and the appeal—logos, ethos, or pathos—that is being made. Instruction should focus on ensuring students can explain how specific rhetorical devices contribute to the development of the rhetorical appeal(s) the author uses.
ELA.8.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.8.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.
ELA.8.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.8.R.3.1 and Secondary Figurative Language.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. <b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.  Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b>



	In kindergarten, students learn to listen to one another respectfully.
ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to develop grade 8 students' awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. Some activities may be required outside of the school day.

### GENERAL NOTES

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

### Special Notes:

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### GENERAL INFORMATION

**Course Number:** 1007020

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** Oral Communications > **Abbreviated Title:** M/J SPEECH-DEBATE 3

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

Speech (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
Social Science (Grades 5-9)
Social Science (Grades 6-12)

# M/J Speech and Debate (#1007025) 2019 - 2022 (current)

## Course Standards

Name	Description
LAFS.6.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</li> <li>Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ol>
LAFS.6.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>Spell correctly.</li> </ol>
LAFS.6.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Vary sentence patterns for meaning, reader/listener interest, and style</li> <li>Maintain consistency in style and tone.</li> </ol>
LAFS.6.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> <li>Consult 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 or its part of speech.</li> <li>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).</li> </ol>
LAFS.6.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., personification) in context.</li> <li>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</li> </ol>
LAFS.6.L.3.6:	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
LAFS.6.RI.3.7:	<p>Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>
LAFS.6.RI.3.8:	<p>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
LAFS.6.RL.1.2:	<p>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
LAFS.6.RL.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>
LAFS.6.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ol>

LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.6.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the argument presented.</li> </ol>
LAFS.6.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the information or explanation presented.</li> </ol>
LAFS.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</li> <li>Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</li> </ol>
LAFS.6.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
MAFS.K12.MP.5.1:	<p><b>Use appropriate tools strategically.</b></p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
MAFS.K12.MP.6.1:	<p><b>Attend to precision.</b></p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated</p>

explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

	<b>Look for and make use of structure.</b> Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers $x$ and $y$ .
MAFS.K12.MP.7.1:	
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

The purpose of this course is to develop grade 6 students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

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

- learning and practicing a variety of speech forms
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language arts
  - use of standard English
- using research & writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
  - collaboration amongst peers, especially during the drafting and practicing stages

### Special Notes

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

*The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements -- the former providing broad standards, the latter providing additional specificity -- that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.*

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### GENERAL INFORMATION

**Course Path: Section:** Grades PreK to

**Course Number:** 1007025

12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Oral Communications >

**Abbreviated Title:** M/J

SPEECH/DEBATE

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

Speech (Grades 6-12)

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

# M/J Speech and Debate (#1007025) 2022 - And Beyond

## Course Standards

Name	Description
ELA.6.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.            Standard Relation to Course: Major</p>
ELA.6.C.1.4:	<p>Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.            Standard Relation to Course: Major</p>
ELA.6.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.            Standard Relation to Course: Major</p>
ELA.6.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.6.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use comparative and superlative forms of adjectives.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.6.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.            Standard Relation to Course: Major</p>
ELA.6.C.5.1:	<p>Integrate diverse digital media to enhance audience engagement in oral or written tasks.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.            Standard Relation to Course: Major</p>
ELA.6.C.5.2:	<p>Use digital tools to produce writing.            Standard Relation to Course: Major</p>

Analyze the central idea(s), implied or explicit, and its development throughout a text.

**Clarifications:**

ELA.6.R.2.2:

*Clarification 1:* Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.

Standard Relation to Course: Major

Track the development of an argument, identifying the types of reasoning used.

**Clarifications:**

ELA.6.R.2.4:

*Clarification 1:* For more information on types of reasoning, see Types of Logical Reasoning.

*Clarification 2:* Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).

Standard Relation to Course: Major

Paraphrase content from grade-level texts.

**Clarifications:**

ELA.6.R.3.2:

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

Standard Relation to Course: Major

Compare and contrast how authors from different time periods address the same or related topics.

**Clarifications:**

ELA.6.R.3.3:

*Clarification 1:* Texts for this benchmark should be selected from the following literary periods:

- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

Standard Relation to Course: Major

Identify rhetorical appeals in a text.

**Clarifications:**

ELA.6.R.3.4:

*Clarification 1:* Students will identify the appeals of logos, ethos, and pathos.

*Clarification 2:* See Rhetorical Appeals.

Standard Relation to Course: Major

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

ELA.6.V.1.1:

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Standard Relation to Course: Major

Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

**Clarifications:**

ELA.6.V.1.2:

*Clarification 1:* See Common Greek and Latin Roots 6-8 and Affixes.

Standard Relation to Course: Major

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

ELA.6.V.1.3:

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.6.R.3.1 and Secondary Figurative Language.

Standard Relation to Course: Major

Cite evidence to explain and justify reasoning.

**Clarifications:**

ELA.K12.EE.1.1:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.



	<b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. <b>Standard Relation to Course: Supporting</b>
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.
ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.  <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is focused on developing the use of correct and effective language and organizational skills in preparing, delivering, and evaluating different types of oral presentations and debate. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The purpose of this course is to develop grade 6 students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

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

- learning and practicing a variety of speech forms
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
- eye contact and body movements
- voice register and choices of language arts
- use of standard English
- using research & writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
  - collaboration amongst peers, especially during the drafting and practicing stages

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

## VERSION REQUIREMENTS

One-third of the titles from the 6th Grade Sample Book List should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1007025

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Oral Communications >

**Abbreviated Title:** M/J

SPEECH/DEBATE

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending  
Approval

## Educator Certifications

Speech (Grades 6-12)

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

# Speech 1 (#1007300) 2019 - 2022 (current)

## Course Standards

Name	Description
LAFS.910.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
LAFS.910.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i>, <i>analysis</i>, <i>analytical</i>; <i>advocate</i>, <i>advocacy</i>).</li> <li>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, or its etymology.</li> <li>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).</li> </ol>
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.910.L.3.6:	<p>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.</p>
LAFS.910.RI.1.1:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.910.RI.1.2:	<p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
LAFS.910.RI.1.3:	<p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
LAFS.910.RI.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
LAFS.910.RI.2.5:	<p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>
LAFS.910.RI.2.6:	<p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>
LAFS.910.RI.3.8:	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
LAFS.910.RL.1.1:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.910.RL.1.2:	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
LAFS.910.RL.2.4:	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>
LAFS.910.RL.2.5:	<p>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LAFS.910.SL.1.1:	<p>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.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses 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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
LAFS.910.W.1.2:	<p>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.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	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.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>

LAFS.910.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as they apply to oral communication concepts and strategies in a variety of given settings.

### GENERAL NOTES

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

**Course Number:** 1007300

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts

**Course Path: Section:** Grades PreK to 12  
 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses >  
**Subject:** English/Language Arts >  
**SubSubject:** Oral Communications >  
**Abbreviated Title:** SPEECH 1

**Course Length:** Year (Y)

**Course Level:** 2

### Educator Certifications

English (Grades 6-12)

Speech (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

# Speech 1 (#1007300) 2022 - And Beyond

## Course Standards

Name	Description
ELA.9.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.            Standard Relation to Course: Major</p>
ELA.9.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.9.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</p> <p>Standard Relation to Course: Major</p>
ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.9.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level.            Standard Relation to Course: Major</p>
ELA.9.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.            Standard Relation to Course: Major</p>
ELA.9.C.5.1:	<p>Create digital presentations with coherent ideas and a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.            Standard Relation to Course: Major</p>
ELA.9.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.</p> <p>Standard Relation to Course: Major</p>
ELA.9.R.2.1:	<p>Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will analysis the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.            Standard Relation to Course: Major</p>
ELA.9.R.2.2:	<p>Evaluate the support an author uses to develop the central idea(s) throughout a text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p>

	<p><b>Standard Relation to Course: Major</b></p> <p>Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.3:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.4:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.3.2:	<p>Explain an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.3.4:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.V.1.1:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.V.1.2:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.9.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.V.1.3:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.1.1:	<p>Read and comprehend grade-level complex texts proficiently.</p>



ELA.K12.EE.2.1:	<p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed to build student facility in structuring various types of speeches, researching information, audience analysis, presentation of speeches and building self confidence in public speaking situations. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

## VERSION REQUIREMENTS

One-third of the titles from the 9th Grade Sample Book List should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1007300

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing/Fine Arts

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Oral Communications >

**Abbreviated Title:** SPEECH 1

**Course Length:** Year (Y)

**Course Level:** 2

## Educator Certifications

English (Grades 6-12)

Speech (Grades 6-12)

Social Science (Grades 5-9)

Social Science (Grades 6-12)

# Speech 1 (#1007305) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.  <b>Standard Relation to Course: Major</b></p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.  <b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.  <b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.  <b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.  <b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.3:	<p>Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.  <b>Clarifications:</b>  <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.  <b>Standard Relation to Course: Major</b></p>
ELA.9.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <b>Standard Relation to Course: Major</b></p>
ELA.9.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  <b>Standard Relation to Course: Major</b></p>
ELA.9.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.  <b>Standard Relation to Course: Major</b></p>
ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.  <b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  <b>Standard Relation to Course: Major</b></p>
ELA.9.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.  <b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level.</p>

	<p><b>Standard Relation to Course: Major</b></p> <p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.</p>
ELA.9.C.4.1:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> There is no requirement that students research the additional questions generated.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.5.1:	<p>Create digital presentations with coherent ideas and a clear perspective.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.1:	<p>Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analysis the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.2:	<p>Evaluate the support an author uses to develop the central idea(s) throughout a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.3:	<p>Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.3.4:	<p>Explain an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.9.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p>

ELA.K12.EE.1.1:	<p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed to build student facility in structuring various types of speeches, researching information, audience analysis, presentation of speeches and building self confidence in public speaking situations. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

### GENERAL NOTES

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## GENERAL INFORMATION

**Course Number:** 1007305

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** State Board Approved

**Graduation Requirement:** Performing/Fine Arts

**Course Path: Section:** Grades PreK to 12  
Education Courses > **Grade Group:** Grades  
9 to 12 and Adult Education Courses >  
**Subject:** English/Language Arts >  
**SubSubject:** Oral Communications >  
**Abbreviated Title:** SPEECH 1  
**Course Length:** Semester (S)  
**Course Level:** 2

## Educator Certifications

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 5-9)
Social Science (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# Speech 2 (#1007310) 2019 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	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. <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	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.
LAFS.1112.RI.1.1:	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.
LAFS.1112.RI.1.2:	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.
LAFS.1112.RI.1.3:	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.
LAFS.1112.RI.2.4:	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 <i>Federalist No. 10</i> ).
LAFS.1112.RI.2.5:	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.
LAFS.1112.RI.2.6:	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.
LAFS.1112.RI.3.8:	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., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RL.1.1:	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.
LAFS.1112.RL.1.2:	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.

LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.SL.1.1:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ol>
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.1112.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;



LAFS.1112.W.3.8:	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.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LAFS.1112.W.3.9:	<p>a. Apply grades 11–12 Reading standards to literature (e.g., “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”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to continue developing students' awareness, understanding, and application of language arts as they apply to oral communication concepts and formats.

### GENERAL NOTES

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

- learning and analyzing a variety of speech forms
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources used to support assertions by
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- collaboration amongst peers, especially during the drafting and practicing stages

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning..

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

**Course Number:** 1007310

**Course Path:** **Section:** Grades PreK to 12  
Education Courses > **Grade Group:** Grades  
9 to 12 and Adult Education Courses >  
**Subject:** English/Language Arts >

**SubSubject:** Oral Communications >

**Abbreviated Title:** SPEECH 2

**Course Length:** Year (Y)

**Course Level:** 2

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine  
Arts

**Educator Certifications**

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 6-12)

# Speech 2 (#1007310) 2022 - And Beyond

## Course Standards

Name	Description
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.5.1:	<p>Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>

	Standard Relation to Course: Major
ELA.10.R.2.2:	Analyze the central idea(s) of historical American speeches and essays. Standard Relation to Course: Major
ELA.10.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays. <b>Clarifications:</b> <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. <i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices. Standard Relation to Course: Major
ELA.10.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends. <b>Clarifications:</b> <i>Clarification 1:</i> Validity refers to the soundness of the arguments. Standard Relation to Course: Major
ELA.10.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark. Standard Relation to Course: Major
ELA.10.R.3.4:	Analyze an author's use of rhetoric in a text. <b>Clarifications:</b> <i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. <i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton. <i>Clarification 3:</i> See Secondary Figurative Language. <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices. Standard Relation to Course: Major
ELA.10.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. Standard Relation to Course: Major
ELA.10.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time. <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes. Standard Relation to Course: Major
ELA.10.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.10.R.3.1 and Secondary Figurative Language. Standard Relation to Course: Major
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. <b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

	<b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.  <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed to further development of student facility in structuring various types of speeches, researching information, audience analysis, presentation of speeches and building self confidence in public speaking situations. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by

curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

One-third of the titles from the 10th Grade Sample Book List should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1007310

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing/Fine Arts

**Course Path: Section:** Grades PreK to 12  
Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses >  
**Subject:** English/Language Arts >  
**SubSubject:** Oral Communications >  
**Abbreviated Title:** SPEECH 2

**Course Length:** Year (Y)

**Course Level:** 2

## Educator Certifications

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 6-12)

# Speech 2 (#1007315) 2019 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RI.1.3:	<p>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.</p>
LAFS.1112.RI.2.5:	<p>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.</p>
LAFS.1112.RI.2.6:	<p>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.</p>
LAFS.1112.RI.3.8:	<p>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., <i>The Federalist</i>, presidential addresses).</p>
LAFS.1112.RL.1.1:	<p>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.</p>
LAFS.1112.RL.1.2:	<p>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.</p>
LAFS.1112.RL.2.5:	<p>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.</p>
LAFS.1112.RL.2.6:	<p>Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>
	<p>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.</p>

LAFS.1112.SL.1.1:	<p>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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>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.</p> <p>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.</p>
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “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”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to continue developing students' awareness, understanding, and application of language arts as they apply to oral communication concepts and formats.



## GENERAL NOTES

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

- learning and analyzing a variety of speech forms
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and reliability of sources used to support assertions by
  - determining different types of evidence (e.g., documentary evidence in the social sciences experimental evidence in the realm of natural sciences)
  - determining reliable print and digital resources
- collaboration amongst peers, especially during the drafting and practicing stages

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## GENERAL INFORMATION

**Course Number:** 1007315

**Course Path: Section:** Grades PreK to 12  
Education Courses > **Grade Group:** Grades  
9 to 12 and Adult Education Courses >  
**Subject:** English/Language Arts >  
**SubSubject:** Oral Communications >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** SPEECH 2  
**Course Length:** Semester (S)

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine  
Arts

### Educator Certifications

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 6-12)

# Speech 2 (#1007315) 2022 - And Beyond

## Course Standards

Name	Description
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p> <p><b>Standard Relation to Course: Major</b></p> <p>Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><b>Clarifications:</b></p>

ELA.10.R.2.3:	<p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.4:	<p>Analyze an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.10.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>

	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed to continue development of student facility in structuring various types of speeches, researching information, audience analysis, presentation of speeches and building self confidence in public speaking situations. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

One-third of the titles from the 10th Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1007315

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Course Path: Section:** Grades PreK to 12  
Education Courses > **Grade Group:** Grades  
9 to 12 and Adult Education Courses >  
**Subject:** English/Language Arts >  
**SubSubject:** Oral Communications >

**Abbreviated Title:** SPEECH 2

**Course Length:** Semester (S)

**Course Level:** 2

**Educator Certifications**

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 6-12)
Social Science (Grades 5-9)

# International Baccalaureate Mid Yrs Prog Speech (#1007325) 2019 -

And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 1007325

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts

**Course Path: Section:** Grades PreK to 12 Education Courses >

**Grade Group:** Grades 9 to 12 and Adult Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Oral Communications >

**Abbreviated Title:** IB MYP SPEECH

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

### Educator Certifications

Speech (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

Social Science (Grades 6-12)

# Debate 1 (#1007330) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.10.R.2.2:	Analyze the central idea(s) of historical American speeches and essays. <b>Standard Relation to Course: Major</b>
ELA.10.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays. <b>Clarifications:</b> <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. <i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices. <b>Standard Relation to Course: Major</b>
ELA.10.R.2.4:	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends. <b>Clarifications:</b> <i>Clarification 1:</i> Validity refers to the soundness of the arguments. <b>Standard Relation to Course: Major</b>
ELA.10.V.1.2:	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time. <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes. <b>Standard Relation to Course: Major</b>
ELA.9.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques. <b>Standard Relation to Course: Major</b>
ELA.9.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness. <b>Standard Relation to Course: Major</b>
ELA.9.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric. <b>Standard Relation to Course: Major</b>
ELA.9.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level. <b>Standard Relation to Course: Major</b>
ELA.9.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings. <b>Clarifications:</b> <i>Clarification 1:</i> There is no requirement that students research the additional questions generated. <b>Standard Relation to Course: Major</b>
ELA.9.R.2.2:	Evaluate the support an author uses to develop the central idea(s) throughout a text. <b>Clarifications:</b> <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. <i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.

	<p><b>Standard Relation to Course: Major</b></p> <p>Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.3:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.4:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.3.2:	<p>Explain an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.3.4:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.V.1.1:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.V.1.2:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.9.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.V.1.3:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p> <p>Read and comprehend grade-level complex texts proficiently.</p>
ELA.K12.EE.1.1:	



ELA.K12.EE.2.1:	<p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is focused on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings.

### GENERAL NOTES

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

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
  - extemporaneous
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success
  - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**GENERAL INFORMATION**

**Course Number:** 1007330  
**Course Path:** Section: Grades PreK to 12  
Education Courses > **Grade Group:** Grades  
9 to 12 and Adult Education Courses >  
**Subject:** English/Language Arts >  
**SubSubject:** Oral Communications >  
**Abbreviated Title:** DEBATE 1  
**Number of Credits:** One (1) credit  
**Course Type:** Core Academic Course  
**Course Status:** State Board Approved  
**Course Length:** Year (Y)  
**Course Level:** 2  
**Graduation Requirement:** Performing/Fine  
Arts

**Educator Certifications**

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 6-12)
Social Science (Grades 5-9)
Middle Grades English (Middle Grades 5-9)

# Debate 2 (#1007340) 2019 - 2022 (current)

## Course Standards

Name	Description
LAFS.910.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
LAFS.910.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i>, <i>analysis</i>, <i>analytical</i>; <i>advocate</i>, <i>advocacy</i>).</li> <li>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, or its etymology.</li> <li>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).</li> </ol>
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.910.L.3.6:	<p>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.</p>
LAFS.910.RI.1.1:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.910.RI.1.2:	<p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
LAFS.910.RI.1.3:	<p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
LAFS.910.RI.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
LAFS.910.RI.2.5:	<p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>
LAFS.910.RI.2.6:	<p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>
LAFS.910.RI.3.8:	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
LAFS.910.RL.1.2:	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
LAFS.910.RL.2.4:	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>
LAFS.910.RL.2.6:	<p>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>
	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and</p>

	persuasively.
LAFS.910.SL.1.1:	<ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses 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.</li> <li>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.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
LAFS.910.W.1.2:	<p>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.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>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.</li> <li>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).</li> </ul>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	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.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</li> <li>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</li> </ul>
LAFS.910.W.4.10:	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.

ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to continue to develop students' awareness, understanding, and application of language arts as they apply to oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

### GENERAL NOTES

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

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success
  - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

**Course Number:** 1007340

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Course Path: Section:** Grades PreK to 12  
 Education Courses > **Grade Group:** Grades  
 9 to 12 and Adult Education Courses >  
**Subject:** English/Language Arts >  
**SubSubject:** Oral Communications >

**Abbreviated Title:** DEBATE 2

**Course Length:** Year (Y)

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine  
Arts

**Educator Certifications**

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 6-12)

# Debate 2 (#1007340) 2022 - And Beyond

## Course Standards

Name	Description
ELA.9.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.            Standard Relation to Course: Major</p>
ELA.9.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.9.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</p> <p>Standard Relation to Course: Major</p>
ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.9.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level.            Standard Relation to Course: Major</p>
ELA.9.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.            Standard Relation to Course: Major</p>
ELA.9.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.</p> <p>Standard Relation to Course: Major</p>
ELA.9.R.2.2:	<p>Evaluate the support an author uses to develop the central idea(s) throughout a text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.            Standard Relation to Course: Major</p>
ELA.9.R.2.3:	<p>Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 3:</i> See Secondary Figurative Language.  <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.            Standard Relation to Course: Major</p>

ELA.9.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <b>Standard Relation to Course:</b> Major</p>
ELA.9.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.  <b>Standard Relation to Course:</b> Major</p>
ELA.9.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.  <b>Standard Relation to Course:</b> Major</p>
ELA.9.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.  <b>Standard Relation to Course:</b> Major</p>
ELA.9.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.9.R.3.1 and Secondary Figurative Language.  <b>Standard Relation to Course:</b> Major</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.  <b>Standard Relation to Course:</b> Supporting</p>
	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p>



ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. Standard Relation to Course: Supporting
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. Standard Relation to Course: Supporting
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting

## General Course Information and Notes

### VERSION DESCRIPTION

This course is focused on the continued use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
  - extemporaneous
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success
  - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

One-third of the titles from the 9th Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1007340

**Course Path: Section:** Grades PreK to 12  
Education Courses > **Grade Group:** Grades  
9 to 12 and Adult Education Courses >  
**Subject:** English/Language Arts >  
**SubSubject:** Oral Communications >  
**Abbreviated Title:** DEBATE 2  
**Course Length:** Year (Y)  
**Course Level:** 2

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending  
Approval

**Graduation Requirement:** Performing/Fine  
Arts

**Educator Certifications**

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 6-12)

# Debate 3 Honors (#1007350) 2019 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.2.3:	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. <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	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.
LAFS.1112.RI.1.1:	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.
LAFS.1112.RI.1.2:	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.
LAFS.1112.RI.1.3:	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.
LAFS.1112.RI.2.4:	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 <i>Federalist No. 10</i> ).
LAFS.1112.RI.2.5:	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.
LAFS.1112.RI.2.6:	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.
LAFS.1112.RI.3.8:	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., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	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

LAFS.1112.SL.1.1:	<p>persuasively.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ol>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.1112.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.8:	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.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.

LAFS.1112.W.3.9:	<p>a. Apply grades 11–12 Reading standards to literature (e.g., “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”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to develop students' enhanced awareness, understanding, and application of language arts as they apply to advanced oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

### GENERAL NOTES

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success
  - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

**GENERAL INFORMATION**

**Course Number:** 1007350

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Oral Communications >

**Abbreviated Title:** DEBATE 3 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

**Educator Certifications**

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 6-12)

# Debate 3 Honors (#1007350) 2022 - And Beyond

## Course Standards

Name	Description
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p>

ELA.10.R.2.4:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.  <b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.  <b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.  <b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.10.R.3.1 and Secondary Figurative Language.  <b>Standard Relation to Course:</b> Major</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.  <b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.  <b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.  <b>Standard Relation to Course:</b> Supporting</p>
	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b></p>



ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. Standard Relation to Course: Supporting
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. Standard Relation to Course: Supporting
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting

## General Course Information and Notes

### VERSION DESCRIPTION

This course is focused on the advanced use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
  - extemporaneous
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success
  - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

One-third of the titles from the 10th Grade Sample Book List should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1007350

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing/Fine Arts

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Oral Communications >

**Abbreviated Title:** DEBATE 3 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

## Educator Certifications

English (Grades 6-12)

Speech (Grades 6-12)

Social Science (Grades 6-12)

# Debate 4 Honors (#1007360) 2019 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.2.3:	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. <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	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.
LAFS.1112.RI.1.1:	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.
LAFS.1112.RI.1.2:	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.
LAFS.1112.RI.1.3:	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.
LAFS.1112.RI.2.4:	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 <i>Federalist No. 10</i> ).
LAFS.1112.RI.2.5:	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.
LAFS.1112.RI.2.6:	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.
LAFS.1112.RI.3.8:	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., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	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.
LAFS.1112.SL.1.1:	<ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
LAFS.1112.W.1.2:	<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>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.</li> <li>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).</li> </ul>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.8:	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.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.

LAFS.1112.W.3.9:	<p>a. Apply grades 11–12 Reading standards to literature (e.g., “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”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to apply advanced oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

### GENERAL NOTES

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success
  - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

**GENERAL INFORMATION**

**Course Number:** 1007360

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Oral Communications >

**Abbreviated Title:** DEBATE 4 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

**Educator Certifications**

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 6-12)

# Debate 4 Honors (#1007360) 2022 - And Beyond

## Course Standards

Name	Description
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.</p> <p>Standard Relation to Course: Major</p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p> <p>Standard Relation to Course: Major</p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.</p> <p>Standard Relation to Course: Major</p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p>Standard Relation to Course: Major</p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p>Standard Relation to Course: Major</p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p>Standard Relation to Course: Major</p>
ELA.10.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.</p> <p>Standard Relation to Course: Major</p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p> <p>Standard Relation to Course: Major</p>
ELA.10.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p>Standard Relation to Course: Major</p>
	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p>

ELA.10.R.2.4:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.  <b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.  <b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.  <b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.10.R.3.1 and Secondary Figurative Language.  <b>Standard Relation to Course:</b> Major</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.  <b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.  <b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.  <b>Standard Relation to Course:</b> Supporting</p>
	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b></p>



ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. Standard Relation to Course: Supporting
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. Standard Relation to Course: Supporting
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting

## General Course Information and Notes

### VERSION DESCRIPTION

This course is focused on the advanced use of correct and effective language and organizational skills in preparing, delivering, and evaluating higher-level arguments and debates. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
  - extemporaneous
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success
  - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following

## VERSION REQUIREMENTS

One-third of the titles from the 10th Grade Sample Book List should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1007360

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing/Fine Arts

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Oral Communications >

**Abbreviated Title:** DEBATE 4 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

## Educator Certifications

English (Grades 6-12)

Speech (Grades 6-12)

Social Science (Grades 6-12)

# Debate 5 Honors (#1007370) 2019 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	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., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i> ) as needed.
LAFS.1112.L.2.3:	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. a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , 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).
LAFS.1112.L.3.5:	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.
LAFS.1112.L.3.6:	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.
LAFS.1112.RI.1.1:	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.
LAFS.1112.RI.1.2:	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.
LAFS.1112.RI.1.3:	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.
LAFS.1112.RI.2.4:	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 <i>Federalist No. 10</i> ).
LAFS.1112.RI.2.5:	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.
LAFS.1112.RI.2.6:	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.
LAFS.1112.RI.3.8:	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., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	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

LAFS.1112.SL.1.1:	<p>persuasively.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ol>
LAFS.1112.SL.1.2:	<p>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.</p>
LAFS.1112.SL.1.3:	<p>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.</p>
LAFS.1112.SL.2.4:	<p>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.</p>
LAFS.1112.SL.2.5:	<p>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.</p>
LAFS.1112.SL.2.6:	<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.1112.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.1112.W.2.4:	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
LAFS.1112.W.2.5:	<p>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.</p>
LAFS.1112.W.2.6:	<p>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.</p>
LAFS.1112.W.3.8:	<p>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.</p>
	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

LAFS.1112.W.3.9:	<p>a. Apply grades 11–12 Reading standards to literature (e.g., “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”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to apply and practice advanced oral communication concepts and strategies for public debate in a variety of given settings. Much work outside of the regular school day may be required.

### GENERAL NOTES

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success
  - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

**GENERAL INFORMATION**

**Course Number:** 1007370

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Oral Communications >

**Abbreviated Title:** DEBATE 5 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

**Educator Certifications**

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 6-12)

# Debate 5 Honors (#1007370) 2022 - And Beyond

## Course Standards

Name	Description
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.</p> <p><i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.C.5.2:	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.R.2.2:	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.R.2.3:	<p>Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.R.2.4:	<p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><b>Standard Relation to Course:</b> Major</p>
	Paraphrase content from grade-level texts.

ELA.11.R.3.2:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.  <b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.  <b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.  <b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.11.R.3.1 and Secondary Figurative Language.  <b>Standard Relation to Course:</b> Major</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.  <b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.  <b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.  <b>Standard Relation to Course:</b> Supporting</p>



	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is focused on the advanced and complex use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present complex, well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
  - extemporaneous
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success
  - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

One-third of the titles from the 11th Grade Sample Book List should be used in instruction.

**GENERAL INFORMATION**

**Course Number:** 1007370

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing/Fine Arts

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Oral Communications >

**Abbreviated Title:** DEBATE 5 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

**Educator Certifications**

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 6-12)

# Debate 6 Honors (#1007380) 2019 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.2.3:	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. <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	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.
LAFS.1112.RI.1.1:	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.
LAFS.1112.RI.1.2:	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.
LAFS.1112.RI.1.3:	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.
LAFS.1112.RI.2.4:	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 <i>Federalist No. 10</i> ).
LAFS.1112.RI.2.5:	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.
LAFS.1112.RI.2.6:	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.
LAFS.1112.RI.3.8:	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., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	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

LAFS.1112.SL.1.1:	<p>persuasively.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ol>
LAFS.1112.SL.1.2:	<p>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.</p>
LAFS.1112.SL.1.3:	<p>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.</p>
LAFS.1112.SL.2.4:	<p>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.</p>
LAFS.1112.SL.2.5:	<p>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.</p>
LAFS.1112.SL.2.6:	<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.1112.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.1112.W.2.4:	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
LAFS.1112.W.2.5:	<p>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.</p>
LAFS.1112.W.2.6:	<p>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.</p>
LAFS.1112.W.3.8:	<p>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.</p>
	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

LAFS.1112.W.3.9:	<p>a. Apply grades 11–12 Reading standards to literature (e.g., “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”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to apply highly advanced oral communication concepts and strategies for public debate in a variety of given settings. Much work outside of the regular school day may be required.

### GENERAL NOTES

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success
  - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional material enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

## GENERAL INFORMATION

**Course Number:** 1007380

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Oral Communications >

**Abbreviated Title:** DEBATE 6 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

### Educator Certifications

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 6-12)

# Debate 6 Honors (#1007380) 2022 - And Beyond

## Course Standards

Name	Description
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.  <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.5.2:	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.R.2.2:	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.R.2.3:	<p>Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.R.2.4:	<p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.  <b>Standard Relation to Course:</b> Major</p>
	<p>Paraphrase content from grade-level texts.</p>

ELA.11.R.3.2:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.  <b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.  <b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.  <b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.11.R.3.1 and Secondary Figurative Language.  <b>Standard Relation to Course:</b> Major</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.  <b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.  <b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.  <b>Standard Relation to Course:</b> Supporting</p>



	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is focused on the continued advanced and complex use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
  - extemporaneous
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success
  - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

**GENERAL INFORMATION**

**Course Number:** 1007380  
**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Oral Communications > **Abbreviated Title:** DEBATE 6 HON  
**Number of Credits:** One (1) credit  
**Course Length:** Year (Y)  
**Course Attributes:**

- Honors

**Course Type:** Core Academic Course  
**Course Status:** Draft - Course Pending Approval  
**Graduation Requirement:** Performing/Fine Arts  
**Course Level:** 3

**Educator Certifications**

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 6-12)

# Debate 7 Honors (#1007390) 2019 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.2.3:	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. <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	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.
LAFS.1112.RI.1.1:	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.
LAFS.1112.RI.1.2:	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.
LAFS.1112.RI.1.3:	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.
LAFS.1112.RI.2.4:	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 <i>Federalist No. 10</i> ).
LAFS.1112.RI.2.5:	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.
LAFS.1112.RI.2.6:	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.
LAFS.1112.RI.3.8:	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., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	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

LAFS.1112.SL.1.1:	<p>persuasively.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ol>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.1112.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.8:	<p>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.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same</li> </ol>

LAFS.1112.W.3.9:	period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to apply highly advanced, competitive, oral communication concepts and strategies for public debate in a variety of given settings. Much work outside of the regular school day may be required.

### GENERAL NOTES

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

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

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success
  - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**GENERAL INFORMATION**

**Course Number:** 1007390

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts

**Course Path: Section:** Grades PreK to 12  
Education Courses > **Grade Group:** Grades  
9 to 12 and Adult Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Oral Communications >

**Abbreviated Title:** DEBATE 7 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

**Educator Certifications**

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 6-12)

# Debate 7 Honors (#1007390) 2022 - And Beyond

## Course Standards

Name	Description
ELA.12.C.1.3:	<p>Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.12.C.1.4:	<p>Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.12.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.12.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.12.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Convention Progression by Grade Level for more information.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.12.C.4.1:	<p>Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.12.C.5.2:	<p>Create, publish, and share multimedia texts through a variety of digital formats.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.12.R.2.2:	<p>Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.12.R.2.3:	<p>Evaluate an author's choices in establishing and achieving purpose(s).</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.12.R.2.4:	<p>Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><i>Clarification 3:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.12.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course:</b> Major</p>
	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and</p>

ELA.12.V.1.1:	<p>writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.V.1.2:	<p>Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><i>Clarification 3:</i> See Foreign Words and Phrases for a list of commonly used foreign phrases.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.12.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p>



ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. Standard Relation to Course: Supporting
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting

## General Course Information and Notes

### VERSION DESCRIPTION

This course is focused on the highly advanced and complex use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will critique debates, paying close attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- delivering and analyzing a variety of complex argument and debate formats such as
  - Lincoln-Douglas
  - team debate
  - extemporaneous
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success
  - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate advanced formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using advanced research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

One-third of the titles from the 12th Grade Sample Book List should be used in instruction.

**GENERAL INFORMATION**

**Course Number:** 1007390

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Graduation Requirement:** Performing/Fine Arts

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Oral Communications >

**Abbreviated Title:** DEBATE 7 HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

**Educator Certifications**

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 6-12)

# M/J Creative Writing 1 (#1009000) 2015 - 2022 (current)

## Course Standards

### Reading Literature

**Standard Notes:** These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Writing

**Standards Notes:** Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

### Speaking and Listening

**Standards Notes:** The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

### Language

**Standards Notes:** The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study: LAFS.6.L.1.1c, LAFS.6.L.1.1d, LAFS.6.L.1.1e, LAFS.6.L.1.2a, LAFS.6.L.2.3a, LAFS.6.L.2.3b**

Name	Description
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ul>
LAFS.6.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>b. Spell correctly.</li> </ul>
LAFS.6.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/listener interest, and style</li> <li>b. Maintain consistency in style and tone.</li> </ul>
LAFS.6.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., personification) in context.</li> <li>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</li> </ul>
LAFS.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.6.RL.1.3:	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LAFS.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.6.RL.2.5:	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LAFS.6.RL.3.9:	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

LAFS.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.6.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
LAFS.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to learn and use writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

### GENERAL NOTES

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

- a study of a variety of short literary collections, including poetry, one-act plays, the short story, and memoir to determine and practice
  - literary text craft and structure
  - use of figurative, denotative, and connotative language
  - appropriate voice and/or tone
  - story structure, poetic forms, and creative pacing techniques
  - reciprocal nature of content and form
- writing for varied purposes and in varied genres, including
  - personal and dramatic narratives
  - various poetic forms
  - plays and multimedia productions
  - multi-genre and creative nonfiction selections

- digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

**Special Notes:**

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

**GENERAL INFORMATION**

**Course Number:** 1009000

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Writing >

**Abbreviated Title:** M/J CREATIVE WRIT  
1

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

Journalism (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)

# M/J Creative Writing 1 (#1009000) 2022 - And Beyond

## Course Standards

Name	Description
ELA.6.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p><i>Clarification 2:</i> Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use comparative and superlative forms of adjectives.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.5.1:	<p>Integrate diverse digital media to enhance audience engagement in oral or written tasks.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.5.2:	<p>Use digital tools to produce writing.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.1.1:	<p>Analyze how the interaction between characters contributes to the development of a plot in a literary text.</p> <p>Standard Relation to Course: Major</p>
	<p>Analyze the development of stated or implied theme(s) throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that</p>

ELA.6.R.1.2:	<p>communicates the author's message. See Theme in Glossary.</p> <p><i>Clarification 2:</i> Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.6.R.1.3:	<p>Explain the influence of multiple narrators and/or shifts in point of view in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> When referring to the person of the narrator, the term "point of view" is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.6.R.1.4:	<p>Describe the impact of various poetic forms on meaning and style.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.6.R.3.1:	<p>Explain how figurative language contributes to tone and meaning in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.6.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.6.R.3.3:	<p>Compare and contrast how authors from different time periods address the same or related topics.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Texts for this benchmark should be selected from the following literary periods:</p> <ul style="list-style-type: none"> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><b>Standard Relation to Course:</b> Major</p>
ELA.6.R.3.4:	<p>Identify rhetorical appeals in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will identify the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.6.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.6.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.6.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.6.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course:</b> Major</p>
	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can</p>

ELA.K12.EE.1.1:	<p>consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to learn and use writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- a study of a variety of short literary collections, including poetry, one-act plays, the short story, and memoir to determine and practice
  - use of figurative, denotative, and connotative language
  - story structure, poetic forms, and creative pacing techniques
  - reciprocal nature of content and form
- writing for varied purposes and in varied genres, including



- o personal and dramatic narratives
- o various poetic forms
- o plays and multimedia productions
- o multi-genre and creative nonfiction selections
- o digital writing platforms
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

**VERSION REQUIREMENTS**

One-third of the titles from the 6th Grade Sample Book List should be used in instruction.

**GENERAL INFORMATION**

**Course Number:** 1009000

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** Writing >

**Abbreviated Title:** M/J CREATIVE WRIT 1

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Course Level:** 2

**Educator Certifications**

Journalism (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)

# M/J Creative Writing 2 (#1009010) 2015 - 2022 (current)

## Course Standards

### Reading Literature

**Standard Notes:** These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Writing

**Standards Notes:** Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

### Speaking and Listening

**Standards Notes:** The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

### Language

**Standards Notes:** The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study: LAFS.7.L.1.1c, LAFS.7.L.2.3a**

Name	Description
LAFS.7.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ol>
LAFS.7.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i>).</li> <li>Spell correctly.</li> </ol>
LAFS.7.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> <li>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ol>
LAFS.7.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</li> </ol>
LAFS.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.7.RL.1.3:	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LAFS.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LAFS.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LAFS.7.RL.3.9:	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LAFS.7.SL.1.1:	<p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.7.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
LAFS.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to learn and use writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

### GENERAL NOTES

#### General Notes:

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

- a study of a variety of short literary collections, including poetry, one-act plays, the short story, and memoir to determine and practice
  - literary text craft and structure
  - use of figurative, denotative, and connotative language
  - appropriate voice and/or tone
  - story structure, poetic forms, and creative pacing techniques
  - reciprocal nature of content and form
- writing for varied purposes and in varied genres, including
  - personal and dramatic narratives
  - various poetic forms
  - plays and multimedia productions
  - multi-genre and creative nonfiction selections
  - digital writing platforms

- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

**Special Notes:**

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

**GENERAL INFORMATION**

**Course Number:** 1009010

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** Writing >

**Abbreviated Title:** M/J CREATIVE WRIT 2

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

Journalism (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)

# M/J Creative Writing 2 (#1009010) 2022 - And Beyond

## Course Standards

Name	Description
ELA.7.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.2.1:	<p>Present information orally, in a logical sequence, emphasizing key points that support the central idea.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.5.1:	<p>Integrate diverse digital media to build cohesion in oral or written tasks.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.5.2:	<p>Use digital tools to produce and share writing.</p> <p>Standard Relation to Course: Major</p>
ELA.7.R.1.1:	<p>Analyze the impact of setting on character development and plot in a literary text.</p> <p>Standard Relation to Course: Major</p>
ELA.7.R.1.2:	<p>Compare two or more themes and their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.</p> <p><i>Clarification 2:</i> Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p>Standard Relation to Course: Major</p>
	<p>Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack of information or background knowledge about what that information</p>

ELA.7.R.1.3:	<p>means, mental illness, or self-deception.</p> <p><i>Clarification 2:</i> "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.7.R.1.4:	<p>Analyze the impact of various poetic forms on meaning and style.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle.</p> <p><i>Clarification 2:</i> Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.7.R.3.1:	<p>Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.7.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.7.R.3.3:	<p>Compare and contrast how authors with differing perspectives address the same or related topics or themes.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.7.R.3.4:	<p>Explain the meaning and/or significance of rhetorical devices in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 7.R.3.1 with the addition of irony and rhetorical questioning.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><i>Clarification 3:</i> See Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.7.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.7.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.7.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.7.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by</p>

	<p>the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- a study of a variety of short literary collections, including poetry, one-act plays, the short story, and memoir to determine and practice
  - use of figurative, denotative, and connotative language
  - story structure, poetic forms, and creative pacing techniques
  - reciprocal nature of content and form
- writing for varied purposes and in varied genres, including
  - personal and dramatic narratives
  - various poetic forms
  - plays and multimedia productions
  - multi-genre and creative nonfiction selections
  - digital writing platforms

- collaboration amongst peers, especially regarding peer reviews of multiple drafts

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

**VERSION REQUIREMENTS**

One-third of the titles from the 7th Grade Sample Book List should be used in instruction.

**GENERAL INFORMATION**

**Course Number:** 1009010

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Writing >

**Abbreviated Title:** M/J CREATIVE WRIT 2

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Educator Certifications**

Journalism (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)



# M/J Creative Writing 3 (#1009020) 2015 - 2022 (current)

## Course Standards

### Reading Literature

**Standard Notes:** These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Writing

**Standards Notes:** Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

### Speaking and Listening

**Standards Notes:** The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

### Language

**Standards Notes:** The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standard may be addressed again in higher grades at a more rigorous level of study: LAFS.8.L.1.1d**

Name	Description
LAFS.8.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b. Form and use verbs in the active and passive voice.</li> <li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>d. Recognize and correct inappropriate shifts in verb voice and mood.</li> </ul>
LAFS.8.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use an ellipsis to indicate an omission.</li> <li>c. Spell correctly.</li> </ul>
LAFS.8.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ul>
LAFS.8.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</li> </ul>
LAFS.8.L.3.6:	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
LAFS.8.RL.1.3:	<p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>
LAFS.8.RL.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
LAFS.8.RL.3.9:	<p>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>
	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> </ul>

LAFS.8.SL.1.1:	<p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.8.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to learn and use writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

### GENERAL NOTES

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

- a study of a variety of short literary collections, including poetry, one-act plays, the short story, and memoir to determine and practice
  - literary text craft and structure, including using earlier texts as models
  - use of figurative, denotative and connotative, and other language devices
  - appropriate voice and/or tone
  - story structure, poetic forms, and creative pacing techniques
  - reciprocal nature of content and form
- writing for varied purposes and in varied genres, including
  - personal and dramatic narratives
  - various poetic forms
  - plays and multimedia productions
  - multi-genre and creative nonfiction selections
  - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia

- presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

**Special Notes:**

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

**GENERAL INFORMATION**

**Course Number:** 1009020

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Writing >

**Abbreviated Title:** M/J CREATIVE WRIT  
3

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

Journalism (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)

# M/J Creative Writing 3 (#1009020) 2022 - And Beyond

## Course Standards

Name	Description
ELA.8.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.8.C.1.5:	<p>Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.2.1:	<p>Present information orally, in a logical sequence, supporting the central idea with credible evidence.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing.   <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.5.1:	<p>Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.5.2:	<p>Use a variety of digital tools to collaborate with others to produce writing.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.1.1:	<p>Analyze the interaction between character development, setting, and plot in a literary text.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.1.2:	<p>Analyze two or more themes and their development throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.  <i>Clarification 2:</i> Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.1.3:	<p>Analyze how an author develops and individualizes the perspectives of different characters.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.1.4:	<p>Analyze structure, sound, imagery, and figurative language in poetry.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Structural elements for this benchmark are form, line length, white space, indentation, line breaks, and stanza breaks.   <i>Clarification 2:</i> Sound can be created through the use of end rhyme, internal rhyme, slant rhyme, alliteration, assonance, consonance, onomatopoeia, repetition, and meter.   <i>Clarification 3:</i> Imagery, as used here, refers to language and description that appeals to the five senses.</p>

	<p><i>Clarification 4:</i> Figurative language types for this benchmark are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.8.R.3.1:	<p>Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.8.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.8.R.3.3:	<p>Compare and contrast the use or discussion of archetypes in texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Archetypes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.8.R.3.4:	<p>Explain how an author uses rhetorical devices to support or advance an appeal.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 8.R.3.1 with the addition of irony, rhetorical question, antithesis, and zeugma.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><i>Clarification 3:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><i>Clarification 4:</i> Students will explain the connection between an author's use of rhetorical devices and the appeal—logos, ethos, or pathos—that is being made. Instruction should focus on ensuring students can explain how specific rhetorical devices contribute to the development of the rhetorical appeal(s) the author uses.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.8.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.8.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.8.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.8.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>

	<p><b>Standard Relation to Course: Supporting</b></p> <p>Make inferences to support comprehension.  <b>Clarifications:</b>            Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.  <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>            In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>            Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.  <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>            In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.  <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.  <b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate for social and instructional purposes within the school setting.  <b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- a study of a variety of short literary collections, including poetry, one-act plays, the short story, and memoir to determine and practice
  - use of figurative, denotative and connotative, and other language devices
  - story structure, poetic forms, and creative pacing techniques
  - reciprocal nature of content and form in development of a personal style
- writing for varied purposes and in varied genres, including
  - personal and dramatic narratives
  - various poetic forms
  - plays and multimedia productions
  - multi-genre and creative non-fiction selections
  - digital writing platforms
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document

which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

## VERSION REQUIREMENTS

One-third of the titles from the 8th Grade Sample Book List should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1009020

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Writing >

**Abbreviated Title:** M/J CREATIVE WRIT  
3

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending  
Approval

## Educator Certifications

Journalism (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

# M/J Creative Writing (#1009025) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.6.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p><i>Clarification 2:</i> Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.1.4:	<p>Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use comparative and superlative forms of adjectives.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.5.1:	<p>Integrate diverse digital media to enhance audience engagement in oral or written tasks.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.6.C.5.2:	<p>Use digital tools to produce writing.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.6.R.1.2:	<p>Analyze the development of stated or implied theme(s) throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. See Theme in Glossary.  <i>Clarification 2:</i> Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.1.3:	<p>Explain the influence of multiple narrators and/or shifts in point of view in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> When referring to the person of the narrator, the term "point of view" is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>



ELA.6.R.1.4:	<p>Describe the impact of various poetic forms on meaning and style.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle.  <i>Standard Relation to Course:</i> Major</p>
ELA.6.R.3.1:	<p>Explain how figurative language contributes to tone and meaning in text(s).</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><i>Standard Relation to Course:</i> Major</p>
ELA.6.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.  <i>Standard Relation to Course:</i> Major</p>
ELA.6.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><i>Standard Relation to Course:</i> Major</p>
ELA.6.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.  <i>Standard Relation to Course:</i> Supporting</p>
ELA.6.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.6.R.3.1 and Secondary Figurative Language.</p> <p><i>Standard Relation to Course:</i> Supporting</p>
ELA.7.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.  <i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><i>Standard Relation to Course:</i> Major</p>
ELA.7.R.1.1:	<p>Analyze the impact of setting on character development and plot in a literary text.</p> <p><i>Standard Relation to Course:</i> Major</p>
ELA.7.R.1.2:	<p>Compare two or more themes and their development throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.  <i>Clarification 2:</i> Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><i>Standard Relation to Course:</i> Major</p>
ELA.7.R.1.3:	<p>Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack of information or background knowledge about what that information means, mental illness, or self-deception.  <i>Clarification 2:</i> "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.</p> <p><i>Standard Relation to Course:</i> Major</p>
	<p>Analyze the impact of various poetic forms on meaning and style.</p> <p><b>Clarifications:</b></p>

ELA.7.R.1.4:	<p><i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle.</p> <p><i>Clarification 2:</i> Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.8.C.5.2:	<p>Use a variety of digital tools to collaborate with others to produce writing.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed to help students develop the skills for understanding and analyzing the art and craft of creative writing. Students will begin to develop critical editorial skills with regard to their own work and that of their peers. Students will read a variety of published stories, essays, and poems and learn how to apply the techniques of other writers to their writing while developing their own voice.

### GENERAL NOTES

The purpose of this course is to enable students to learn and use middle school 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:

- a study of a variety of short literary collections, including poetry, one-act plays, the short story, and memoir to determine and practice
  - literary text craft and structure
  - use of figurative, denotative, and connotative language
  - appropriate voice and/or tone
  - story structure, poetic forms, and creative pacing techniques
  - reciprocal nature of content and form
- writing for varied purposes and in varied genres, including
  - personal and dramatic narratives
  - various poetic forms
  - plays and multimedia productions
  - multi-genre and creative nonfiction selections
  - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

**Important Note:** Reading and writing courses should not be used in place of English/Language Arts courses; reading and writing courses are intended to be used to supplement further study in English/Language Arts.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

## GENERAL INFORMATION

**Course Number:** 1009025

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Writing >

**Abbreviated Title:** M/J CREATIVE WRITING

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** State Board Approved

### Educator Certifications

Journalism (Grades 6-12)

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

# M/J Writing 1 (#1009030) 2015 - 2022 (current)

## Course Standards

### Reading Literature

**Standard Notes:** These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Reading Informational Text

**Standard Notes:** These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

### Writing

**Standards Notes:** Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

### Speaking and Listening

**Standards Notes:** The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

### Language

**Standards Notes:** The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study:**

**LAFS.6.L.1.1c, LAFS.6.L.1.1d, LAFS.6.L.1.1e, LAFS.6.L.1.2a, LAFS.6.L.2.3a**

Name	Description
LAFS.6.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</li> <li>Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ol>
LAFS.6.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>Spell correctly.</li> </ol>
LAFS.6.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Vary sentence patterns for meaning, reader/listener interest, and style</li> <li>Maintain consistency in style and tone.</li> </ol>
LAFS.6.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> <li>Consult 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 or its part of speech.</li> <li>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).</li> </ol>
	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

LAFS.6.L.3.5:	<ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., personification) in context.</li> <li>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</li> </ul>
LAFS.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RL.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.6.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ul>
LAFS.6.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
LAFS.6.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
LAFS.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</li> <li>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</li> </ul>
LAFS.6.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use developmental writing and language skills in a variety of writing formats for argumentative, informative, and literary analysis purposes to ensure preparation for college and career readiness.

### GENERAL NOTES

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

- active reading of exemplar writing models to examine
  - text craft and structure
  - effects of figurative, denotative, and connotative language choice
  - power and impact of appropriate voice and/or tone
  - influence on idea development of sentence structures, sentence rhythm, and grammatical choices
  - reciprocal nature of content and form
- writing for varied purposes, including
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - digital writing platforms
  - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially during drafting and redrafting peer edits

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### GENERAL INFORMATION

**Course Number:** 1009030

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**  
Grades 6 to 8 Education Courses >  
**Subject:** English/Language Arts >  
**SubSubject:** Writing >  
**Abbreviated Title:** M/J WRITING 1  
**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Course Level:** 2

**Educator Certifications**

Journalism (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)

# M/J Writing 1 (#1009030) 2022 - And Beyond

## Course Standards

Name	Description
ELA.6.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p><i>Clarification 2:</i> Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.1.4:	<p>Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use comparative and superlative forms of adjectives.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Integrate diverse digital media to enhance audience engagement in oral or written tasks.</p> <p><b>Clarifications:</b></p>



ELA.6.C.5.1:	<p><i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.C.5.2:	<p>Use digital tools to produce writing.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.1.1:	<p>Analyze how the interaction between characters contributes to the development of a plot in a literary text.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.1.2:	<p>Analyze the development of stated or implied theme(s) throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. See Theme in Glossary.</p> <p><i>Clarification 2:</i> Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.1.3:	<p>Explain the influence of multiple narrators and/or shifts in point of view in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> When referring to the person of the narrator, the term "point of view" is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.1.4:	<p>Describe the impact of various poetic forms on meaning and style.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.2.1:	<p>Explain how individual text sections and/or features convey meaning in texts.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.2.2:	<p>Analyze the central idea(s), implied or explicit, and its development throughout a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.2.3:	<p>Analyze authors' purpose(s) in multiple accounts of the same event or topic.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.2.4:	<p>Track the development of an argument, identifying the types of reasoning used.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.3.1:	<p>Explain how figurative language contributes to tone and meaning in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.R.3.3:	<p>Compare and contrast how authors from different time periods address the same or related topics.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Texts for this benchmark should be selected from the following literary periods:</p> <ul style="list-style-type: none"> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><b>Standard Relation to Course: Major</b></p>
	<p>Identify rhetorical appeals in a text.</p> <p><b>Clarifications:</b></p>

ELA.6.R.3.4:	<p><i>Clarification 1:</i> Students will identify the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.6.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.6.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p>

ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. Standard Relation to Course: Supporting
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use grade-level developmental writing and language skills in a variety of writing formats for argumentative, informative, and literary analysis purposes.

In grades 6-8, analysis and writing are the primary foci. Rhetoric is introduced in 6th grade. In this grade band, students go from explaining theme to analyzing it. Students progress from examining character perspective to working with complex narrator types. Students are also being introduced to literature from historic time periods. This framework should help students in building a body of knowledge useful in being able to interpret multiple layers of meaning.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- active reading of exemplar writing models to examine
  - text craft and structure
  - development of stated or implied theme(s) throughout a literary text
  - analyze the central idea(s), implied or explicit, and its development throughout a text
  - explain how figurative language contributes to tone and meaning in text(s)
  - identify rhetorical appeals in a text (logos, pathos, ethos)
  - paraphrase content from grade-level texts
  - compare and contrast how authors from different time periods address the same or related topics
- writing for varied purposes, including
  - write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language
  - write and support a claim using logical reasoning, relevant evidence, elaboration, and a logical organizational structure
  - write expository texts to explain and/or analyze information from multiple sources
  - improve writing by planning, revising, and editing, considering feedback from adults and peers
  - follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level
- using appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### VERSION REQUIREMENTS

One-third of the titles from the 6th Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1009030

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** Writing > **Abbreviated Title:** MJ WRITING 1

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 6,7,8

**Educator Certifications**

Journalism (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)

# M/J Writing 2 (#1009040) 2015 - 2022 (current)

## Course Standards

### Reading Literature

**Standard Notes:** These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Reading Informational Text

**Standard Notes:** These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

### Writing

**Standards Notes:** Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

### Speaking and Listening

**Standards Notes:** The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

### Language

**Standards Notes:** The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study: LAFS.7.L.1.1c, LAFS.7.L.2.3a**

Name	Description
LAFS.7.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul>
LAFS.7.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i>).</li> <li>b. Spell correctly.</li> </ul>
LAFS.7.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>
LAFS.7.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</li> <li>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 or its part of speech.</li> <li>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).</li> </ul>
	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> </ul>

LAFS.7.L.3.5:	<p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>
LAFS.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LAFS.7.RL.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LAFS.7.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ol>
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.7.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.7.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
LAFS.7.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol>
LAFS.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LAFS.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LAFS.7.W.3.9:	<p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>
LAFS.7.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use developmental writing and language skills in a variety of writing formats for argumentative, informative, and literary analysis purposes to ensure preparation for college and career readiness.

### GENERAL NOTES

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

- active reading of exemplar writing models to examine
  - text craft and structure
  - effects of figurative, denotative, and connotative language choice
  - power and impact of appropriate voice and/or tone
  - influence on idea development of sentence structures, sentence rhythm, and grammatical choices
  - reciprocal nature of content and form
- writing for varied purposes, including
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing to sources using text-based evidence and reasoning
  - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially during drafting and redrafting peer edits

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

**GENERAL INFORMATION**

**Course Number:** 1009040

**Course Path: Section:** Grades PreK to  
12 Education Courses > **Grade Group:**  
Grades 6 to 8 Education Courses >  
**Subject:** English/Language Arts >  
**SubSubject:** Writing >

**Abbreviated Title:** M/J WRITING 2

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

**Educator Certifications**

Journalism (Grades 6-12)
Middle Grades English (Middle Grades 5-9)
English (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)



# M/J Writing 2 (#1009040) 2022 - And Beyond

## Course Standards

Name	Description
ELA.7.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.  <i>Clarification 2:</i> See Secondary Figurative Language.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.2.1:	<p>Present information orally, in a logical sequence, emphasizing key points that support the central idea.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.  <i>Clarification 2:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.5.1:	<p>Integrate diverse digital media to build cohesion in oral or written tasks.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.</p> <p>Standard Relation to Course: Major</p>

ELA.7.C.5.2:	Use digital tools to produce and share writing. Standard Relation to Course: Major
ELA.7.R.1.1:	Analyze the impact of setting on character development and plot in a literary text. Standard Relation to Course: Major
ELA.7.R.1.2:	Compare two or more themes and their development throughout a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. <i>Clarification 2:</i> Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. Standard Relation to Course: Major
ELA.7.R.1.3:	Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack of information or background knowledge about what that information means, mental illness, or self-deception.  <i>Clarification 2:</i> "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited. Standard Relation to Course: Major
ELA.7.R.1.4:	Analyze the impact of various poetic forms on meaning and style. <b>Clarifications:</b> <i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle.  <i>Clarification 2:</i> Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning. Standard Relation to Course: Major
ELA.7.R.2.1:	Explain how individual text sections and/or features convey a purpose in texts. Standard Relation to Course: Major
ELA.7.R.2.2:	Compare two or more central ideas and their development throughout a text. Standard Relation to Course: Major
ELA.7.R.2.3:	Explain how an author establishes and achieves purpose(s) through diction and syntax. <b>Clarifications:</b> <i>Clarification 1:</i> This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose. Standard Relation to Course: Major
ELA.7.R.2.4:	Track the development of an argument, analyzing the types of reasoning used and their effectiveness. <b>Clarifications:</b> <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.  <i>Clarification 2:</i> Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal). Standard Relation to Course: Major
ELA.7.R.3.1:	Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language. Standard Relation to Course: Major
ELA.7.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark. Standard Relation to Course: Major
ELA.7.R.3.3:	Compare and contrast how authors with differing perspectives address the same or related topics or themes. <b>Clarifications:</b> <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." Standard Relation to Course: Major
ELA.7.R.3.4:	Explain the meaning and/or significance of rhetorical devices in a text. <b>Clarifications:</b> <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 7.R.3.1 with the addition of irony and rhetorical questioning.  <i>Clarification 2:</i> See Secondary Figurative Language.

*Clarification 3:* See Rhetorical Devices.

**Standard Relation to Course:** Major

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.7.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course:** Major

Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* See Common Greek and Latin Roots 6-8 and Affixes.

**Standard Relation to Course:** Major

ELA.7.V.1.2:

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

ELA.7.V.1.3:

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.7.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course:** Major

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course:** Supporting

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course:** Supporting

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course:** Supporting

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Standard Relation to Course:** Supporting

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**Standard Relation to Course:** Supporting

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. Standard Relation to Course: Supporting
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use developmental writing and language skills in a variety of writing formats for argumentative, informative, and literary analysis purposes to ensure preparation for college and career readiness.

In grades 6-8, analysis and writing are the primary foci. Rhetoric is introduced in 6th grade. In this grade band, students go from explaining theme to analyzing it. Students progress from examining character perspective to working with complex narrator types. Students are also being introduced to literature from historic time periods. This framework should help students in building a body of knowledge useful in being able to interpret multiple layers of meaning.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- active reading of exemplar writing models to examine
  - text craft and structure
  - development of stated or implied theme(s) throughout a literary text
  - analyze the central idea(s), implied or explicit, and its development throughout a text
  - explain how figurative language contributes to tone and meaning in text(s)
  - identify rhetorical appeals in a text (logos, pathos, ethos)
  - paraphrase content from grade-level texts
  - compare and contrast how authors from different time periods address the same or related topics
- writing for varied purposes, including
  - write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language
  - write and support a claim using logical reasoning, relevant evidence, elaboration, and a logical organizational structure
  - write expository texts to explain and/or analyze information from multiple sources
  - improve writing by planning, revising, and editing, considering feedback from adults and peers
  - follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level
- using appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### VERSION REQUIREMENTS

One-third of the titles from the 7th Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1009040

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** Writing > **Abbreviated Title:** M/J WRITING 2  
**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Educator Certifications**

Journalism (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

# M/J Writing 3 (#1009050) 2015 - 2022 (current)

## Course Standards

### Reading Literature

**Standard Notes:** These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Reading Informational Text

**Standard Notes:** These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

### Writing

**Standards Notes:** Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

### Speaking and Listening

**Standards Notes:** The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

### Language

**Standards Notes:** The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standard may be addressed again in higher grades at a more rigorous level of study: LAFS.8.L.1.1d.**

Name	Description
LAFS.8.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>Form and use verbs in the active and passive voice.</li> <li>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>Recognize and correct inappropriate shifts in verb voice and mood.</li> </ol>
LAFS.8.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>Use an ellipsis to indicate an omission.</li> <li>Spell correctly.</li> </ol>
LAFS.8.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ol>
LAFS.8.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</li> <li>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 or its part of speech.</li> <li>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).</li> </ol>
	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g. verbal irony, puns) in context.</li> </ol>

LAFS.8.L.3.5:	<p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>
LAFS.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LAFS.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LAFS.8.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ol>
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.8.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.8.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
LAFS.8.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey</li> </ol>

	experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
LAFS.8.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to develop and use writing and language skills in a variety of writing formats for expository, argumentative, informative, and literary analysis purposes to ensure writing preparation for college and career readiness.

### GENERAL NOTES

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

- active reading of exemplar writing models to examine
  - text craft and structure
  - effects of figurative, denotative, and connotative language choice
  - use of appropriate voice and/or tone
  - influence on idea development of sentence structures, sentence rhythm, and grammatical choices
  - reciprocal nature of content and form
- writing for varied purposes, including
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - digital writing platforms
  - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate



information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

## GENERAL INFORMATION

**Course Number:** 1009050

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Writing >

**Abbreviated Title:** M/J WRITING 3

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

## Educator Certifications

Journalism (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

# M/J Writing 3 (#1009050) 2022 - And Beyond

## Course Standards

Name	Description
ELA.8.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.8.C.1.3:	<p>Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.            Standard Relation to Course: Major</p>
ELA.8.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.8.C.1.5:	<p>Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.2.1:	<p>Present information orally, in a logical sequence, supporting the central idea with credible evidence.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.8.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.8.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.  <i>Clarification 2:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.            Standard Relation to Course: Major</p>
ELA.8.C.5.1:	<p>Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.5.2:	<p>Use a variety of digital tools to collaborate with others to produce writing.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.1.1:	<p>Analyze the interaction between character development, setting, and plot in a literary text.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.1.2:	<p>Analyze two or more themes and their development throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message.  <i>Clarification 2:</i> Students should continue to work with the concept of universal themes, although mastery isn’t expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples</p>

include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

Standard Relation to Course: Major

ELA.8.R.1.3:	Analyze how an author develops and individualizes the perspectives of different characters. <b>Clarifications:</b> <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation. Standard Relation to Course: Major
ELA.8.R.1.4:	Analyze structure, sound, imagery, and figurative language in poetry. <b>Clarifications:</b> <i>Clarification 1:</i> Structural elements for this benchmark are form, line length, white space, indentation, line breaks, and stanza breaks.  <i>Clarification 2:</i> Sound can be created through the use of end rhyme, internal rhyme, slant rhyme, alliteration, assonance, consonance, onomatopoeia, repetition, and meter.  <i>Clarification 3:</i> Imagery, as used here, refers to language and description that appeals to the five senses.  <i>Clarification 4:</i> Figurative language types for this benchmark are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.  Standard Relation to Course: Major
ELA.8.R.2.1:	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts. Standard Relation to Course: Major
ELA.8.R.2.2:	Analyze two or more central ideas and their development throughout a text. Standard Relation to Course: Major
ELA.8.R.2.3:	Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 3:</i> See Secondary Figurative Language.  <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.  Standard Relation to Course: Major
ELA.8.R.2.4:	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved. <b>Clarifications:</b> <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.  <i>Clarification 2:</i> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).  Standard Relation to Course: Major
ELA.8.R.3.1:	Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language.  Standard Relation to Course: Major
ELA.8.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark. Standard Relation to Course: Major
ELA.8.R.3.3:	Compare and contrast the use or discussion of archetypes in texts. <b>Clarifications:</b> <i>Clarification 1:</i> See Archetypes. Standard Relation to Course: Major
ELA.8.R.3.4:	Explain how an author uses rhetorical devices to support or advance an appeal. <b>Clarifications:</b> <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 8.R.3.1 with the addition of irony, rhetorical question, antithesis, and zeugma.  <i>Clarification 2:</i> See Secondary Figurative Language.  <i>Clarification 3:</i> See Rhetorical Appeals and Rhetorical Devices.  <i>Clarification 4:</i> Students will explain the connection between an author's use of rhetorical devices and the appeal—logos, ethos, or pathos—that is being made. Instruction should focus on ensuring students can explain how specific rhetorical

devices contribute to the development of the rhetorical appeal(s) the author uses.

Standard Relation to Course: Major

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Standard Relation to Course: Major

ELA.8.V.1.1:

Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* See Common Greek and Latin Roots 6-8 and Affixes.

Standard Relation to Course: Major

ELA.8.V.1.2:

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.8.R.3.1 and Secondary Figurative Language.

Standard Relation to Course: Major

ELA.8.V.1.3:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Standard Relation to Course: Supporting

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Standard Relation to Course: Supporting

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Standard Relation to Course: Supporting

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Standard Relation to Course: Supporting

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Standard Relation to Course: Supporting

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate

ELA.K12.EE.6.1:

	social and academic language to discuss texts. Standard Relation to Course: Supporting
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use grade-level developmental writing and language skills in a variety of writing formats for argumentative, informative, and literary analysis purposes.

In grades 6-8, analysis and writing are the primary foci. Rhetoric is introduced in 6th grade. In this grade band, students go from explaining theme to analyzing it. Students progress from examining character perspective to working with complex narrator types. Students are also being introduced to literature from historic time periods. This framework should help students in building a body of knowledge useful in being able to interpret multiple layers of meaning.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards are not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- active reading of exemplar writing models to examine
  - effects of figurative, denotative, and connotative language choice
  - influence on idea development of sentence structures, sentence rhythm, and grammatical choices
  - reciprocal nature of content and form
- writing for varied purposes, including
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - digital writing platforms
  - writing to sources using text-based evidence and reasoning
- collaboration amongst peers

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### VERSION REQUIREMENTS

One-third of the titles from the 8th Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1009050

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 6 to 8 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** Writing >

**Abbreviated Title:** M/J WRITING 3

**Course Length:** Year (Y)

**Course Level:** 2

**Educator Certifications**

Journalism (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

English (Grades 6-12)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

# Writing 1 (#1009300) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.910.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
LAFS.910.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>
LAFS.910.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>
LAFS.910.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>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, or its etymology.</li> <li>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).</li> </ol>
LAFS.910.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.910.L.3.6:	<p>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.</p>
LAFS.910.RI.1.1:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.910.RI.1.2:	<p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
LAFS.910.RL.1.1:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.910.RL.1.2:	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> </ol>

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	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.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"><li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li><li>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li><li>Use words, phrases, and clauses 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.</li><li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>Provide a concluding statement or section that follows from and supports the argument presented.</li></ol>
LAFS.910.W.1.2:	<p>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.</p> <ol style="list-style-type: none"><li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li><li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li><li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li><li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li><li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>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).</li></ol>
LAFS.910.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"><li>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li><li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li><li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li><li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li><li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li></ol>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	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.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"><li>Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</li><li>Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</li></ol>
LAFS.910.W.4.10:	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.



ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use grade level 9-10 writing and language skills in a variety of writing formats for argumentative, informative, and narrative purposes to ensure preparation for college and career readiness.

### GENERAL NOTES

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

- active reading of exemplar writing models to examine
  - text craft and structure
  - effects of figurative, denotative, and connotative language choice
  - use of appropriate voice and/or tone
  - influence on idea development of sentence structures, sentence rhythm, and grammatical choices
  - reciprocal nature of content and form
- writing for varied purposes, including
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - digital writing platforms
  - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

**Course Number:** 1009300

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** English/Language

Arts > **SubSubject:** Writing >

**Abbreviated Title:** WRIT 1

**Course Length:** Semester (S)

**Course Level:** 2

English (Grades 6-12)

# Writing 1 (#1009300) 2022 - And Beyond

## Course Standards

Name	Description
ELA.9.C.1.2:	Write narratives using narrative techniques, varied transitions, and a clearly established point of view. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques. <b>Standard Relation to Course:</b> Major
ELA.9.C.1.3:	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques. <b>Standard Relation to Course:</b> Major
ELA.9.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types. <b>Standard Relation to Course:</b> Major
ELA.9.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness. <b>Standard Relation to Course:</b> Major
ELA.9.C.2.1:	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  <b>Standard Relation to Course:</b> Major
ELA.9.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level.  <b>Standard Relation to Course:</b> Major
ELA.9.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings. <b>Clarifications:</b> <i>Clarification 1:</i> There is no requirement that students research the additional questions generated. <b>Standard Relation to Course:</b> Major
ELA.9.C.5.1:	Create digital presentations with coherent ideas and a clear perspective. <b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience. <b>Standard Relation to Course:</b> Major
ELA.9.C.5.2:	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience. <b>Standard Relation to Course:</b> Major
ELA.9.R.1.1:	Explain how key elements enhance or add layers of meaning and/or style in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to

	<p>make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.1.2:	<p>Analyze universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.1.3:	<p>Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Rhetorical Devices for more information on irony.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.1.4:	<p>Analyze the characters, structures, and themes of epic poetry.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.1:	<p>Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analysis the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.2:	<p>Evaluate the support an author uses to develop the central idea(s) throughout a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.3:	<p>Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.3.1:	<p>Explain how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.3.3:	<p>Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.</p> <p><b>Standard Relation to Course: Major</b></p>

Explain an author's use of rhetoric in a text.

**Clarifications:**

*Clarification 1:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.

ELA.9.R.3.4:

*Clarification 2:* See Secondary Figurative Language and Rhetorical Devices.

Standard Relation to Course: Major

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.9.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Standard Relation to Course: Major

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.9.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

Standard Relation to Course: Major

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.9.R.3.1 and Secondary Figurative Language.

ELA.9.V.1.3:

Standard Relation to Course: Major

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Standard Relation to Course: Supporting

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Standard Relation to Course: Supporting

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Standard Relation to Course: Supporting

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Standard Relation to Course: Supporting

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in

ELA.K12.EE.5.1:

how to effectively present information to do quality work.

**Standard Relation to Course: Supporting**

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

ELA.K12.EE.6.1:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**Standard Relation to Course: Supporting**

ELD.K12.ELL.LA.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

**Standard Relation to Course: Supporting**

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

**Standard Relation to Course: Supporting**

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use developmental writing and language skills in a variety of writing formats for argumentative, informative, and literary analysis purposes to ensure preparation for college and career readiness.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- active reading of exemplar writing models to examine
  - text craft and structure
  - development of stated or implied theme(s) throughout a literary text
  - analyze the central idea(s), implied or explicit, and its development throughout a text
  - explain how figurative language contributes to tone and meaning in text(s)
  - identify rhetorical appeals in a text (logos, pathos, ethos)
  - paraphrase content from grade-level texts
  - compare and contrast how authors from different time periods address the same or related topics
- writing for varied purposes, including
  - write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language
  - write and support a claim using logical reasoning, relevant evidence, elaboration, and a logical organizational structure
  - write expository texts to explain and/or analyze information from multiple sources
  - improve writing by planning, revising, and editing, considering feedback from adults and peers
  - follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level
- using appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### VERSION REQUIREMENTS

One-third of the titles from the 9th Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1009300

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** English/Language

Arts > **SubSubject:** Writing >

**Abbreviated Title:** WRIT 1

**Course Length:** Semester (S)

**Course Level:** 2

**Educator Certifications**

English (Grades 6-12)
Middle Grades Integrated Curriculum (Middle Grades 5-9)
Middle Grades English (Middle Grades 5-9)

# Writing 2 (#1009310) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RI.1.1:	<p>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.</p>
LAFS.1112.RI.1.2:	<p>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.</p>
LAFS.1112.RL.1.1:	<p>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.</p>
LAFS.1112.RL.1.2:	<p>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.</p>
LAFS.1112.SL.1.1:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an</li> </ol>



issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.1112.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and</li> </ol>

LAFS.1112.W.3.9:	early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use grade level 11-12 writing and language skills in a variety of writing formats for argumentative, informative, and narrative purposes to ensure preparation for college and career readiness.

### GENERAL NOTES

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

- active reading of exemplar writing models to examine
  - text craft and structure
  - effects of figurative, denotative, and connotative language choice
  - use of appropriate voice and/or tone
  - influence on idea development of sentence structures, sentence rhythm, and grammatical choices
  - reciprocal nature of content and form
- writing for varied purposes, including
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - digital writing platforms
  - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

**Course Number:** 1009310

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language

Arts > **SubSubject:** Writing >

**Abbreviated Title:** WRIT 2

**Course Length:** Semester (S)

**Course Level:** 2

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

English (Grades 6-12)

# Writing 2 (#1009310) 2022 - And Beyond

## Course Standards

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.            Standard Relation to Course: Major</p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.            Standard Relation to Course: Major</p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.            Standard Relation to Course: Major</p>
ELA.10.C.5.1:	<p>Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.            Standard Relation to Course: Major</p>
ELA.10.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.            Standard Relation to Course: Major</p>
	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.</p>

ELA.10.R.1.1:	<p><i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:  Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred).</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.4:	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.3:	<p>Analyze how mythical, classical, or religious texts have been adapted.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome’s Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization’s early history. Religious texts for this benchmark include works such as the Bible.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Analyze an author’s use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level,</p>

students are using and responsible for the appeals of logos, ethos, and pathos.

ELA.10.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.10.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course: Major**

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.10.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course: Major**

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

ELA.10.V.1.3:

*Clarification 3:* See ELA.10.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course: Supporting**

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Standard Relation to Course: Supporting**

	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to continue development and use of grade-level writing and language skills in a variety of writing formats for argumentative, informative, and narrative purposes to ensure preparation for college and career readiness.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- active reading of exemplar writing models to examine
  - effects of figurative, denotative, and connotative language choice
  - influence on idea development of sentence structures, sentence rhythm, and grammatical choices
  - reciprocal nature of content and form
- writing for varied purposes, including
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - digital writing platforms
  - writing to sources using text-based evidence and reasoning
- collaboration amongst peers

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

One-third of the titles from the 10th Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1009310  
**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Writing >  
**Abbreviated Title:** WRIT 2  
**Number of Credits:** Half credit (.5)  
**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending  
Approval

**Educator Certifications**

English (Grades 6-12)



# Creative Writing 1 (#1009320) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.10.R.1.1:	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:            Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author's attitude            Layer 4) author's purpose (interpretation of author's purpose as it is often inferred).  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.            Standard Relation to Course: Major</p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.            Standard Relation to Course: Major</p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see Literary Periods.            Standard Relation to Course: Major</p>
ELA.10.R.1.4:	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see Literary Periods.            Standard Relation to Course: Major</p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language.            Standard Relation to Course: Major</p>
ELA.9.C.1.2:	<p>Write narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.9.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.            Standard Relation to Course: Major</p>
ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>

	<p><b>Standard Relation to Course: Major</b></p> <p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.3.1:	
ELA.9.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.1.1:	<p>Explain how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.</p> <p><i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.1.2:	<p>Analyze universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.1.3:	<p>Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Rhetorical Devices for more information on irony.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.2:	<p>Evaluate the support an author uses to develop the central idea(s) throughout a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.3:	<p>Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.3.1:	<p>Explain how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p> <p>Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.</p> <p><b>Clarifications:</b></p>

ELA.9.R.3.3:	<p><i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome’s Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization’s early history. Religious texts for this benchmark include works such as the Bible.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.9.R.3.4:	<p>Explain an author’s use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language and Rhetorical Devices.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.9.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.9.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.9.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.9.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course:</b> Supporting</p>

ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

### GENERAL NOTES

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

- examination of a variety of short literary collections, including poetry, which includes a variety of professional, peer, and/or teacher examples in order to examine
  - text craft and structure, including line length and placement
  - effects of figurative, denotative, and connotative language choice
  - power and impact of appropriate voice and/or tone
  - story structure, sentence structure, and grammatical choices
  - reciprocal nature of content and form in development of a personal style
- writing for varied purposes and in varied genres, including
  - personal and dramatic narratives
  - various poetic forms
  - screenplays and multimedia productions
  - multi-genre and creative non-fiction selections
  - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

**Course Number:** 1009320

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Writing > **Abbreviated Title:** CREATIVE WRIT 1

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Electives

**Educator Certifications**

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

# Creative Writing 2 (#1009330) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.10.R.1.1:	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:            Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author's attitude            Layer 4) author's purpose (interpretation of author's purpose as it is often inferred).  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.            Standard Relation to Course: Major</p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.            Standard Relation to Course: Major</p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Secondary Figurative Language.            Standard Relation to Course: Major</p>
	<p>Analyze an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b></p>

*Clarification 1:* Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

ELA.10.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course: Major**

Write complex narratives using appropriate techniques to establish multiple perspectives.

ELA.11.C.1.2:

**Clarifications:**

*Clarification 1:* See Writing Types and Narrative Techniques.

**Standard Relation to Course: Major**

ELA.11.C.1.5:

Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.

**Standard Relation to Course: Major**

Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.

**Clarifications:**

*Clarification 1:* At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.

*Clarification 2:* For further guidance, see the Secondary Oral Communication Rubric.

**Standard Relation to Course: Major**

Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.

**Clarifications:**

*Clarification 1:* Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.

*Clarification 2:* For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:

ELA.11.R.1.1:

Layer 1) the literal level, what the words actually mean

Layer 2) mood, those feelings that are evoked in the reader

Layer 3) tone, the author's attitude

Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)

*Clarification 3:* Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

**Standard Relation to Course: Major**

Analyze the author's choices in using juxtaposition to define character perspective.

**Clarifications:**

*Clarification 1:* Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.

*Clarification 2:* The term perspective means "a particular attitude toward or way of regarding something."

**Standard Relation to Course: Major**

Analyze ways in which poetry reflects themes and issues of its time period.

**Clarifications:**

*Clarification 1:* Poetry for this benchmark should be selected from one of the following literary periods.

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (130–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

*Clarification 2:* For more information, see Literary Periods.

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

ELA.11.R.3.2:

**Clarifications:**

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

**Standard Relation to Course: Major**

Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.

**Clarifications:**

*Clarification 1:* Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:

ELA.11.R.3.3:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

*Clarification 2:* For more information on types of reasoning, see Types of Logical Reasoning.

**Standard Relation to Course:** Major

Evaluate an author's use of rhetoric in text.

**Clarifications:**

*Clarification 1:* Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.

ELA.11.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course:** Major

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.11.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course:** Major

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.11.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course:** Major

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

ELA.11.V.1.3:

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.11.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course:** Major

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.1.1:

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course:** Supporting

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:



	<p><b>Standard Relation to Course: Supporting</b></p> <p>Make inferences to support comprehension.  <b>Clarifications:</b>            Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.  <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>            In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>            Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.  <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>            In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.  <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.  <b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate for social and instructional purposes within the school setting.  <b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to continue developing and applying writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

### GENERAL NOTES

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

- examination of a variety of short literary collections, including poetry, which includes a variety of professional, peer, and/or teacher examples in order to examine
  - text craft and structure, including line length and placement
  - effects of figurative, denotative, and connotative language choice
  - power and impact of appropriate voice and/or tone
  - story structure, sentence structure, and grammatical choices
  - reciprocal nature of content and form in development of a personal style
- writing for varied purposes and in varied genres, including
  - personal and dramatic narratives
  - various poetic forms
  - screenplays and multimedia productions
  - multi-genre and creative non-fiction selections
  - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**GENERAL INFORMATION**

<b>Course Number:</b> 1009330	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Writing >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> CREATIVE WRIT 2
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> State Board Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> Electives	

**Educator Certifications**

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

# Creative Writing Honors 3 (#1009331) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RI.1.3:	<p>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.</p>
LAFS.1112.RI.2.6:	<p>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.</p>
LAFS.1112.RI.3.7:	<p>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.</p>
LAFS.1112.RL.1.2:	<p>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.</p>
LAFS.1112.RL.1.3:	<p>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).</p>
LAFS.1112.RL.2.4:	<p>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.)</p>
LAFS.1112.RL.2.5:	<p>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.</p>
LAFS.1112.RL.3.7:	<p>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.)</p>

LAFS.1112.RL.3.9:	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.
LAFS.1112.SL.1.1:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ol>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use grade 11-12 writing and language skills for advanced creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

### GENERAL NOTES

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text

complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### General Notes:

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

- a thorough and in-depth examination of a variety of short literary collections, including poetry, which includes a variety of professional, peer, and/or teacher examples in order to examine
  - text craft and structure, including line length and placement
  - effects of figurative, denotative, and connotative language choice
  - power and impact of appropriate voice and/or tone
  - story structure, sentence structure, and grammatical choices
  - reciprocal nature of content and form in development of a personal style
- writing for varied purposes and in varied genres, including
  - personal and dramatic narratives
  - various poetic forms
  - screenplays and multimedia productions
  - multi-genre and creative non-fiction selections
  - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## GENERAL INFORMATION

**Course Number:** 1009331  
**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Writing > **Abbreviated Title:** CREATIVE WRIT HON 3

**Number of Credits:** One (1) credit  
**Course Length:** Year (Y)  
**Course Attributes:**

- Honors

**Course Type:** Elective Course  
**Course Status:** Course Approved  
**Grade Level(s):** 9,10,11,12  
**Course Level:** 3

### Educator Certifications

English (Grades 6-12)



# Creative Writing 3 Honors (#1009331) 2022 - And Beyond

## Course Standards

Name	Description
ELA.11.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques. Standard Relation to Course: Major
ELA.11.C.1.3:	Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques. <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate. <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis. Standard Relation to Course: Major
ELA.11.C.1.4:	Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types. Standard Relation to Course: Major
ELA.11.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style. Standard Relation to Course: Major
ELA.11.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric. Standard Relation to Course: Major
ELA.11.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information. Standard Relation to Course: Major
ELA.11.C.4.1:	Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. Standard Relation to Course: Major
ELA.11.C.5.1:	Create digital presentations to improve the experience of the audience. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience. Standard Relation to Course: Major
ELA.11.C.5.2:	Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site. Standard Relation to Course: Major
	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:

ELA.11.R.1.1:	<p>Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.2:	<p>Track and analyze universal themes in literary texts from different times and places.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.3:	<p>Analyze the author’s choices in using juxtaposition to define character perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means “a particular attitude toward or way of regarding something.”</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.4:	<p>Analyze ways in which poetry reflects themes and issues of its time period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><i>Clarification 2:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.1:	<p>Analyze the author’s use of figurative language and explain examples of allegory.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.3:	<p>Compare and contrast how contemporaneous authors address related topics, comparing the authors’ use of reasoning, and analyzing the texts within the context of the time period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> </ul>



- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

*Clarification 2:* For more information on types of reasoning, see Types of Logical Reasoning.

**Standard Relation to Course:** Major

Evaluate an author's use of rhetoric in text.

**Clarifications:**

*Clarification 1:* Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.

ELA.11.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course:** Major

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.11.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course:** Major

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

ELA.11.V.1.2:

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course:** Major

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

ELA.11.V.1.3:

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.11.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course:** Major

Cite evidence to explain and justify reasoning.

**Clarifications:**

ELA.K12.EE.1.1:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course:** Supporting

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

ELA.K12.EE.2.1:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course:** Supporting

Make inferences to support comprehension.

**Clarifications:**

ELA.K12.EE.3.1:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course:** Supporting

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

<p>ELA.K12.EE.4.1:</p>	<p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<p>ELA.K12.EE.5.1:</p>	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<p>ELA.K12.EE.6.1:</p>	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<p>ELD.K12.ELL.LA.1:</p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<p>ELD.K12.ELL.SI.1:</p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use advanced writing and language skills for advanced creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- a thorough and in-depth examination of a variety of short literary collections, including poetry, which includes a variety of professional, peer, and/or teacher examples in order to examine
  - effects of figurative, denotative, and connotative language choice
  - power and impact of appropriate voice and/or tone
  - story structure, sentence structure, and grammatical choices
  - reciprocal nature of content and form in development of a personal style
- writing for varied purposes and in varied genres, including
  - personal and dramatic narratives
  - various poetic forms
  - screenplays and multimedia productions
  - multi-genre and creative non-fiction selections
  - digital writing platforms
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document

which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

One-third of the titles from the 11th Grade Sample Book List should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1009331

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Writing > **Abbreviated Title:** CREATIVE WRIT 3 HON

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

## Educator Certifications

English (Grades 6-12)

# Creative Writing 4 Honors (#1009332) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RI.1.3:	<p>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.</p>
LAFS.1112.RI.2.6:	<p>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.</p>
LAFS.1112.RI.3.7:	<p>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.</p>
LAFS.1112.RL.1.2:	<p>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.</p>
LAFS.1112.RL.1.3:	<p>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).</p>
LAFS.1112.RL.2.4:	<p>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.)</p>
LAFS.1112.RL.2.5:	<p>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.</p>
LAFS.1112.RL.3.7:	<p>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.)</p>

LAFS.1112.RL.3.9:	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.
LAFS.1112.SL.1.1:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ol>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use grade 11-12 writing and language skills for advanced creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

### GENERAL NOTES

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text

complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### General Notes:

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

- a thorough and in-depth examination of a variety of short literary collections, including poetry, which includes a variety of professional, peer, and/or teacher examples in order to examine
  - text craft and structure, including line length and placement
  - effects of figurative, denotative, and connotative language choice
  - power and impact of appropriate voice and/or tone
  - story structure, sentence structure, and grammatical choices
  - reciprocal nature of content and form in development of a personal style
- writing for varied purposes and in varied genres, including
  - personal and dramatic narratives
  - various poetic forms
  - screenplays and multimedia productions
  - multi-genre and creative non-fiction selections
  - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## GENERAL INFORMATION

<b>Course Number:</b> 1009332	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Writing > <b>Abbreviated Title:</b> CREATIVE WRIT 4 HON
<b>Number of Credits:</b> One (1) credit	<b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Honors</li></ul>
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 3
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

English (Grades 6-12)



# Creative Writing 4 Honors (#1009332) 2022 - And Beyond

## Course Standards

Name	Description
ELA.12.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.12.C.1.3:	<p>Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis.            Standard Relation to Course: Major</p>
ELA.12.C.1.4:	<p>Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.12.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.            Standard Relation to Course: Major</p>
ELA.12.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.12.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.12.C.4.1:	<p>Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.            Standard Relation to Course: Major</p>
ELA.12.C.5.1:	<p>Design and evaluate digital presentations for effectiveness.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.            Standard Relation to Course: Major</p>
ELA.12.C.5.2:	<p>Create, publish, and share multimedia texts through a variety of digital formats.            Standard Relation to Course: Major</p>
ELA.12.R.1.1:	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:            Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author’s attitude            Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred)</p>



*Clarification 3:* Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

*Clarification 4:* Functional significance refers to the role each element plays in creating meaning or effect for the reader.

**Standard Relation to Course: Major**

Analyze two or more themes and evaluate their development throughout a literary text.

**Clarifications:**

ELA.12.R.1.2:

*Clarification 1:* For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.

**Standard Relation to Course: Major**

Evaluate the development of character perspective, including conflicting perspectives.

**Clarifications:**

ELA.12.R.1.3:

*Clarification 1:* The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

**Standard Relation to Course: Major**

Evaluate works of major poets in their historical context.

**Clarifications:**

*Sample poets for this benchmark include:*

- Emily Dickinson
- Langston Hughes
- Robert Frost
- Phillis Wheatley
- Edna St. Vincent Millay
- Countee Cullen
- Robert Burns
- Percy Bysshe Shelley

ELA.12.R.1.4:

*Clarification 1:* A poet's historical context is the period in which the writing occurred, not when it was discovered or became resurgent.

*Clarification 2:* Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.

*Clarification 3:* For more information, see Literary Periods.

**Standard Relation to Course: Major**

Evaluate an author's use of figurative language.

**Clarifications:**

ELA.12.R.3.1:

*Clarification 1:* Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

*Clarification 2:* See Secondary Figurative Language.

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

**Clarifications:**

ELA.12.R.3.2:

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

**Standard Relation to Course: Major**

Analyze the influence of classic literature on contemporary world texts.

**Clarifications:**

*Clarification 1:* Classic literature for this benchmark should be drawn from and representative of the following periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

ELA.12.R.3.3:

*Clarification 2:* Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.

**Standard Relation to Course: Major**

Evaluate rhetorical choices across multiple texts.

**Clarifications:**

*Clarification 1:* Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.

ELA.12.R.3.4:	<p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.V.1.2:	<p>Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><i>Clarification 3:</i> See Foreign Words and Phrases for a list of commonly used foreign phrases.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.12.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>

	<b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use complex writing and language skills for advanced creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- a thorough and in-depth examination of a variety of short literary collections, including poetry, which includes a variety of professional, peer, and/or teacher examples in order to examine
  - effects of figurative, denotative, and connotative language choice
  - power and impact of appropriate voice and/or tone
  - story structure, sentence structure, and grammatical choices
  - reciprocal nature of content and form in development of a personal style
- writing for varied purposes and in varied genres, including
  - personal and dramatic narratives
  - various poetic forms
  - screenplays and multimedia productions
  - multi-genre and creative non-fiction selections
  - digital writing platforms
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

One-third of the titles from the 12th Grade Sample Book List should be used in instruction.

**GENERAL INFORMATION**

**Course Number:** 1009332

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Writing > **Abbreviated Title:** CREATIVE WRIT 4 HON

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Draft - Course Pending Approval

**Educator Certifications**

English (Grades 6-12)
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# Play Writing (#1009350) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RI.3.7:	<p>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.</p>
LAFS.1112.RL.1.3:	<p>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).</p>
LAFS.1112.RL.2.4:	<p>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.)</p>
LAFS.1112.RL.2.5:	<p>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.</p>
LAFS.1112.RL.3.7:	<p>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.)</p>
LAFS.1112.RL.3.9:	<p>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.</p>
LAFS.1112.RL.4.10:	<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>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.</p>

LAFS.1112.SL.1.1:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ol>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.4.10:	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.
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4:	<p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <p><b>Clarifications:</b> e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p>
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
TH.912.C.2.2:	<p>Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience.</p> <p><b>Clarifications:</b> e.g., multiple characters, multiple settings, multiple time periods</p>
TH.912.C.3.1:	<p>Explore commonalities between works of theatre and other performance media.</p> <p><b>Clarifications:</b> e.g., dance, mime, movies, street theatre, poetry reading</p>
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one’s artistic choices with a prepared analysis.
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
TH.912.H.1.1:	Analyze how playwrights’ work reflects the cultural and socio-political framework in which it was created.

TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
TH.912.O.2.1:	Apply the principles of dramatic structure to the writing of a one-act play.
TH.912.O.2.6:	Deconstruct a play, using an established theory, to understand its dramatic structure. <b>Clarifications:</b> e.g., Aristotle's Poetics
TH.912.O.3.3:	Analyze and demonstrate how to use various media to impact theatrical productions. <b>Clarifications:</b> e.g., projections, digital video, sound, animation, intelligent lighting
TH.912.S.2.3:	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions. <b>Clarifications:</b> e.g., relationships, wants, needs, motivations
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use writing and language skills for play writing in a variety of public performance formats.

### GENERAL NOTES

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

- an in-depth examination of various forms of plays in order to examine
  - text craft and structure, including digital performance modes
  - modes of staging directions o power and impact of appropriate voice and/or tone and persona
  - reciprocal nature of content and form in development of writing for performance
  - literary theory associated with play writing
- writing for varied purposes including
  - personal and dramatic narratives
  - poetic oral performance formats
  - screenplay and multimedia productions
  - digital writing platforms
- effective listening, speaking, and viewing
- collaboration amongst peers, especially regarding peer reviews of multiple drafts and/or performances

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring The alphanumeric coding scheme has changed – high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or

produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## GENERAL INFORMATION

**Course Number:** 1009350

**Course Path: Section:** Grades PreK to 12  
Education Courses > **Grade Group:** Grades  
9 to 12 and Adult Education Courses >  
**Subject:** English/Language Arts >  
**SubSubject:** Writing >  
**Abbreviated Title:** PLAY WRIT

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Length:** Year (Y)

**Course Level:** 2

**Graduation Requirement:** Performing/Fine  
Arts

## Educator Certifications

English (Grades 6-12)
Drama (Grades 6-12)



# Play Writing (#1009350) 2022 - And Beyond

## Course Standards

Name	Description
ELA.11.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques. Standard Relation to Course: Major
ELA.11.C.1.3:	Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques. <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate. <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis. Standard Relation to Course: Major
ELA.11.C.1.4:	Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types. Standard Relation to Course: Major
ELA.11.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style. Standard Relation to Course: Major
ELA.11.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric. Standard Relation to Course: Major
ELA.11.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"><li>• Use knowledge of usage rules to create flow in writing and presenting.</li></ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information. Standard Relation to Course: Major
ELA.11.C.4.1:	Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. Standard Relation to Course: Major
ELA.11.C.5.1:	Create digital presentations to improve the experience of the audience. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience. Standard Relation to Course: Major
ELA.11.C.5.2:	Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site. Standard Relation to Course: Major
	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:

ELA.11.R.1.1:	<p>Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.2:	<p>Track and analyze universal themes in literary texts from different times and places.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.3:	<p>Analyze the author’s choices in using juxtaposition to define character perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means “a particular attitude toward or way of regarding something.”</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.4:	<p>Analyze ways in which poetry reflects themes and issues of its time period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><i>Clarification 2:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.1:	<p>Analyze the author’s use of figurative language and explain examples of allegory.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.3:	<p>Compare and contrast how contemporaneous authors address related topics, comparing the authors’ use of reasoning, and analyzing the texts within the context of the time period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> </ul>

- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

*Clarification 2:* For more information on types of reasoning, see Types of Logical Reasoning.

**Standard Relation to Course:** Major

Evaluate an author's use of rhetoric in text.

**Clarifications:**

*Clarification 1:* Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.

ELA.11.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course:** Major

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.11.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course:** Major

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

ELA.11.V.1.2:

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course:** Major

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

ELA.11.V.1.3:

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.11.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course:** Major

Cite evidence to explain and justify reasoning.

**Clarifications:**

ELA.K12.EE.1.1:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course:** Supporting

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

ELA.K12.EE.2.1:

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course:** Supporting

Make inferences to support comprehension.

**Clarifications:**

ELA.K12.EE.3.1:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course:** Supporting

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

	In kindergarten, students learn to listen to one another respectfully.
ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.  <b>Standard Relation to Course: Supporting</b>
	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
TH.912.C.1.3:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology. <b>Standard Relation to Course: Supporting</b>
	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. <b>Clarifications:</b>
TH.912.C.1.4:	e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level <b>Standard Relation to Course: Supporting</b>
TH.912.C.1.5:	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response. <b>Standard Relation to Course: Supporting</b>
	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience. <b>Clarifications:</b>
TH.912.C.2.2:	e.g., multiple characters, multiple settings, multiple time periods <b>Standard Relation to Course: Supporting</b>
	Explore commonalities between works of theatre and other performance media. <b>Clarifications:</b>
TH.912.C.3.1:	e.g., dance, mime, movies, street theatre, poetry reading <b>Standard Relation to Course: Supporting</b>
TH.912.C.3.2:	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis. <b>Standard Relation to Course: Supporting</b>
TH.912.F.1.3:	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays. <b>Standard Relation to Course: Supporting</b>
TH.912.H.1.1:	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created. <b>Standard Relation to Course: Supporting</b>
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters. <b>Standard Relation to Course: Supporting</b>
TH.912.H.2.1:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre. <b>Standard Relation to Course: Supporting</b>
TH.912.H.2.2:	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works. <b>Standard Relation to Course: Supporting</b>
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact. <b>Standard Relation to Course: Supporting</b>
TH.912.H.2.8:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling. <b>Standard Relation to Course: Supporting</b>
TH.912.O.1.4:	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions. <b>Standard Relation to Course: Supporting</b>
TH.912.O.2.1:	Apply the principles of dramatic structure to the writing of a one-act play. <b>Standard Relation to Course: Supporting</b>
	Deconstruct a play, using an established theory, to understand its dramatic structure. <b>Clarifications:</b>
TH.912.O.2.6:	e.g., Aristotle's Poetics <b>Standard Relation to Course: Supporting</b>
	Analyze and demonstrate how to use various media to impact theatrical productions. <b>Clarifications:</b>
TH.912.O.3.3:	e.g., projections, digital video, sound, animation, intelligent lighting <b>Standard Relation to Course: Supporting</b>
	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major

TH.912.S.2.3:	characters and show how the analysis clarifies the character's physical and emotional dimensions. <b>Clarifications:</b> e.g., relationships, wants, needs, motivations <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use writing and language skills for play writing in a variety of public performance formats.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- examination of a variety of plays in order to examine
  - modes of staging directions of power and impact of appropriate voice and/or tone and persona
  - reciprocal nature of content and form in development of writing for performance
  - literary theory associated with play writing
- writing for varied purposes including
  - personal and dramatic narratives
  - poetic oral performance formats
  - screenplay and multimedia productions
  - digital writing platforms
- collaboration amongst peers, especially regarding peer reviews of multiple drafts and/or performances

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

One-third of the titles from the 11th Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1009350

**Course Path: Section:** Grades PreK to 12  
 Education Courses > **Grade Group:** Grades  
 9 to 12 and Adult Education Courses >  
**Subject:** English/Language Arts >  
**SubSubject:** Writing >  
**Abbreviated Title:** PLAY WRIT

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Draft - Course Pending  
 Approval

**Graduation Requirement:** Performing/Fine  
 Arts

### Educator Certifications



# Writing for College Success (#1009370) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.1112.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>

LAFS.1112.W.1.3:	<p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “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”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
LAFS.1112.W.4.10:	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.
LAFS.6.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Spell correctly.</p>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p><b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p><b>Clarifications:</b> Verbal and written communication, active listening, and how to seek help for a friend.</p>
SS.912.C.2.8:	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
SS.912.C.3.13:	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p><b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is targeted for students who are not "college-ready" in writing. This course incorporates language study, the practice of writing craft strategies, and the analysis of writing selections to develop critical writing skills necessary for success in college courses, preparing students for successful completion of Florida college English courses requiring extensive grade-level writing. The benchmarks reflect the Florida College Competencies necessary for entry-level college courses.

### GENERAL NOTES



The content should include, but not be limited to, the following: writing effective sentence structures; effectively implementing patterns of paragraph development; recognizing and solving common sentence development problems; reading and modeling mentor essays; and understanding and using language, grammar, and mechanics effectively.

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**GENERAL INFORMATION**

**Course Number:** 1009370

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Writing > **Abbreviated Title:** WRTNG COLL SUCCESS

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

English (Grades 6-12)

# Writing for College Success (#1009370) 2022 - 2023

## Course Standards

Name	Description
ELA.11.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.  <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.5.1:	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.5.2:	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.</p> <p><b>Standard Relation to Course:</b> Major</p>
	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:</p>

ELA.11.R.1.1:	<p>Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.2:	<p>Track and analyze universal themes in literary texts from different times and places.  <b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.3:	<p>Analyze the author’s choices in using juxtaposition to define character perspective.  <b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means “a particular attitude toward or way of regarding something.”</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.4:	<p>Analyze ways in which poetry reflects themes and issues of its time period.  <b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><i>Clarification 2:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.1:	<p>Evaluate the structure(s) and features in texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.2:	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.4:	<p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors’ reasoning, and the ways in which the authors use the same information to achieve different ends.  <b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.1:	<p>Analyze the author’s use of figurative language and explain examples of allegory.  <b>Clarifications:</b>  <i>Clarification 1:</i> Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> </ul>

	<ul style="list-style-type: none"> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.3:	<p>Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.4:	<p>Evaluate an author's use of rhetoric in text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.11.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when</p>

	they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	<p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b></p>
SS.912.C.2.8:	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
SS.912.C.3.13:	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p><b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is targeted for students who are not "college-ready" in writing. This course incorporates language study, the practice of writing craft strategies, and the analysis of writing selections to develop critical writing skills necessary for success in college courses, preparing students for successful completion of Florida college English courses requiring extensive grade-level writing. The benchmarks reflect the Florida College Competencies necessary for entry-level college courses.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- writing effective sentence structures;
- effectively implementing patterns of paragraph development;
- recognizing and solving common sentence development problems;
- reading and modeling mentor essays; and
- understanding and using language, grammar, and mechanics effectively.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**VERSION REQUIREMENTS**

One-third of the titles from the 11th grade Sample ELA and Civics Book lists should be used in instruction.

**GENERAL INFORMATION**

**Course Number:** 1009370

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Writing >

**Abbreviated Title:** WRTNG COLL SUCCESS

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Educator Certifications**

English (Grades 6-12)

# Writing for College Success (#1009370) 2023 - And Beyond

## Course Standards

Name	Description
ELA.11.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.  <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.5.1:	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.5.2:	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.</p> <p><b>Standard Relation to Course:</b> Major</p>
	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:</p>

ELA.11.R.1.1:	<p>Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.2:	<p>Track and analyze universal themes in literary texts from different times and places.  <b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.3:	<p>Analyze the author’s choices in using juxtaposition to define character perspective.  <b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means “a particular attitude toward or way of regarding something.”</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.4:	<p>Analyze ways in which poetry reflects themes and issues of its time period.  <b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><i>Clarification 2:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.1:	<p>Evaluate the structure(s) and features in texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.2:	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.  <b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.4:	<p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors’ reasoning, and the ways in which the authors use the same information to achieve different ends.  <b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.1:	<p>Analyze the author’s use of figurative language and explain examples of allegory.  <b>Clarifications:</b>  <i>Clarification 1:</i> Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> </ul>



	<ul style="list-style-type: none"> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.3:	<p>Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.4:	<p>Evaluate an author's use of rhetoric in text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.11.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when</p>

	<p>they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.1.1:	<p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
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ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul> <p><b>Standard Relation to Course: Supporting</b></p>
SS.912.CG.3.15:	<p>Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul> <p><b>Standard Relation to Course: Supporting</b></p>

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One-third of the titles from the 11th grade Sample ELA and Civics Book lists should be used in instruction.

## GENERAL INFORMATION

<b>Course Number:</b> 1009370	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Writing >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> WRTNG COLL SUCCESS
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

### Educator Certifications

English (Grades 6-12)
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# Cambridge AICE English General Paper AS Level (#1009400) 2018 -

And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### GENERAL INFORMATION

**Course Number:** 1009400

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Writing >

**Abbreviated Title:** AICE ENG GEN PAPER

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

### Educator Certifications

English (Grades 6-12)
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# M/J Literacy through Film & Literature (#1010000) 2016 - And Beyond (current)

## Course Standards

Name	Description
LAFS.8.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>Form and use verbs in the active and passive voice.</li> <li>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>Recognize and correct inappropriate shifts in verb voice and mood.</li> </ol>
LAFS.8.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>Use an ellipsis to indicate an omission.</li> <li>Spell correctly.</li> </ol>
LAFS.8.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ol>
LAFS.8.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</li> <li>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 or its part of speech.</li> <li>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).</li> </ol>
LAFS.8.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>Use the relationship between particular words to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</li> </ol>
LAFS.8.L.3.6:	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
LAFS.8.RI.1.1:	<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.8.RI.1.2:	<p>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>
LAFS.8.RI.1.3:	<p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>
LAFS.8.RI.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
LAFS.8.RI.2.6:	<p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
LAFS.8.RI.3.7:	<p>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>
LAFS.8.RI.3.9:	<p>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>
LAFS.8.RI.4.10:	<p>By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>
LAFS.8.RL.1.1:	<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.8.RL.1.2:	<p>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>

LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LAFS.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LAFS.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LAFS.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
LAFS.8.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</li> <li>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</li> </ul>

LAFS.8.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.
TH.68.C.2.4:	Defend personal responses to a theatre production.
TH.68.C.3.1:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. <b>Clarifications:</b> e.g., color, texture, shape, form, sound
TH.68.C.3.2:	Compare a film version of a story to its original play form.
TH.68.C.3.3:	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

This course is intended to create opportunities for students to read, write, and speak beyond the Reading and Language Arts classroom settings. The content of Literacy through Film & Literature will include, but not be limited to, the following:

- Extensive reading of and writing in response to literature, analyzing theme, character development, setting, and author's purpose.
- Developing the ability to understand, discuss, and analyze multiple types of literature including plays, short stories, and novels.
- Developing the ability to view film with an analytical eye, identifying plot and character development.
- Developing the ability to analyze the use, in film, of lighting, sound effects, music, special effects, and camera angles.
- Reading and developing an understanding of literacy and film critiques.
- Discussion, analysis, and writing of literary and film critiques.
- Extensive discussion of and writing comparative analysis of literature and film.

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

### GENERAL INFORMATION

<b>Course Number:</b> 1010000	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 6 to 8 Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literacy > <b>Abbreviated Title:</b> M/J LITERACY FILM/LI
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 8	

### Educator Certifications

English (Grades 6-12) Plus Reading Endorsement
Middle Grades English (Middle Grades 5-9) Plus Reading Endorsement
Reading (Elementary and Secondary Grades K-12)
English Speakers of Other Languages (Elementary and Secondary Grades K-12) Plus Reading Endorsement

# M/J Literacy through World Literature (#1010010) 2016 - And Beyond (current)

## Course Standards

Name	Description
LAFS.8.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>Form and use verbs in the active and passive voice.</li> <li>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>Recognize and correct inappropriate shifts in verb voice and mood.</li> </ol>
LAFS.8.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>Use an ellipsis to indicate an omission.</li> <li>Spell correctly.</li> </ol>
LAFS.8.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ol>
LAFS.8.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</li> <li>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 or its part of speech.</li> <li>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).</li> </ol>
LAFS.8.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>Use the relationship between particular words to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</li> </ol>
LAFS.8.L.3.6:	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
LAFS.8.RI.1.1:	<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.8.RI.1.2:	<p>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>
LAFS.8.RI.1.3:	<p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>
LAFS.8.RI.2.4:	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
LAFS.8.RI.2.6:	<p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
LAFS.8.RI.3.7:	<p>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>
LAFS.8.RI.3.9:	<p>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>
LAFS.8.RI.4.10:	<p>By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>
LAFS.8.RL.1.1:	<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
LAFS.8.RL.1.2:	<p>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>



LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LAFS.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LAFS.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LAFS.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
LAFS.8.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.8.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</li> <li>b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</li> </ul>

LAFS.8.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
TH.68.C.1.2:	Develop a character analysis to support artistic portrayal.

## General Course Information and Notes

### GENERAL NOTES

This course is intended to create opportunities for students to read, write, and speak beyond the Reading and Language Arts classroom settings. The content of Literacy through World Literature will include, but not be limited to, the following:

- Extensive reading of and writing in response to literature, analyzing theme, character development, setting, and author's purpose.
- Developing the ability to understand, discuss, and analyze multiple types of literature, short stories, and novels.
- Developing the ability to identify similarities and differences between cultures based on literature of the era.
- Identify and analyze that authors write literature to affect their societies.
- Extensive discussion of and writing comparative analysis of common themes found in multiple cultures.

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

### GENERAL INFORMATION

**Course Number:** 1010010

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literacy >

**Abbreviated Title:** M/J LITERACY  
WRLDLIT

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 8

**Course Level:** 2

### Educator Certifications

English (Grades 6-12) Plus Reading Endorsement
Middle Grades English (Middle Grades 5-9) Plus Reading Endorsement

# Braille Reading and Writing (#1010360) 2015 - 2022 (current)

## Course Standards

Name	Description
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

**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

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

**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.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 1010360

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** English/Language

Arts > **SubSubject:** Manual

Communications >

**Abbreviated Title:** BRAILLE READ WRIT

**Course Length:** Year (Y)

**Course Level:** 2

# Braille Reading and Writing (#1010360) 2022 - And Beyond

## Course Standards

Name	Description
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed to teach students literary Braille and a basic awareness of aspects of visual disabilities.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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
- demonstration of writing of Braille on a braillewriter

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 1010360  
**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Manual Communications >  
**Abbreviated Title:** BRAILLE READ WRIT  
**Number of Credits:** One (1) credit  
**Course Type:** Elective Course  
**Course Status:** Draft - Course Pending Approval  
**Course Length:** Year (Y)  
**Course Level:** 2

# American Literature Honors (#1020810) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RI.1.1:	<p>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.</p>
LAFS.1112.RI.1.2:	<p>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.</p>
LAFS.1112.RI.1.3:	<p>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.</p>
LAFS.1112.RI.2.4:	<p>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 <i>Federalist No. 10</i>).</p>
LAFS.1112.RI.2.5:	<p>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.</p>
LAFS.1112.RI.2.6:	<p>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.</p>
LAFS.1112.RI.3.7:	<p>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.</p>
LAFS.1112.RI.3.8:	<p>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., <i>The Federalist</i>, presidential addresses).</p>
LAFS.1112.RI.3.9:	<p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i>, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second</p>

	Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.RL.1.1:	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.
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.SL.1.1:	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. <ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>

	<p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
LAFS.1112.W.1.2:	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “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”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
LAFS.1112.W.4.10:	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.
HE.912.B.4.3:	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p><b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.5.1:	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p><b>Clarifications:</b> Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p><b>Clarifications:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger</p>

	management, and regular exercise.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of American literature through advanced integrated educational experiences of reading, writing, speaking and listening, and language. 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, including pertinent foundational documents in United States history.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### GENERAL NOTES

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

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments, themes, and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

#### Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION



**Course Number:** 1020810

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education

Courses > **Subject:** English/Language

Arts > **SubSubject:** Literature >

**Abbreviated Title:** AMER LIT HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

**Educator Certifications**

English (Grades 6-12)

# American Literature Honors (#1020810) 2022 - 2023

## Course Standards

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.5.1:	<p>Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.  <b>Standard Relation to Course:</b> Major</p>
	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.</p>

ELA.10.R.1.1:	<p><i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:  Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred).</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.4:	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.3:	<p>Analyze how mythical, classical, or religious texts have been adapted.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome’s Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization’s early history. Religious texts for this benchmark include works such as the Bible.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Analyze an author’s use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level,</p>

students are using and responsible for the appeals of logos, ethos, and pathos.

ELA.10.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.10.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course: Major**

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.10.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course: Major**

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

ELA.10.V.1.3:

*Clarification 3:* See ELA.10.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course: Supporting**

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Standard Relation to Course: Supporting**

	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors. <b>Standard Relation to Course: Supporting</b>
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of American literature through advanced integrated educational experiences. Emphasis will be on representative American literature, highlighting the major genres, themes, subjects, and historical influences associated with each literary period, including pertinent foundational documents in United States history.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- active reading of texts of varied American literary texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported expository texts
  - responding to literature for personal and analytical purposes
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

One-third of the Sample Book and Civics Lists, or selections by the authors represented on the list(s), should be included in instructional materials, augmented with selections of similar quality that will reinforce the concepts, vocabulary and skills.

## GENERAL INFORMATION

**Course Number:** 1020810

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** AMER LIT HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

### Educator Certifications

English (Grades 6-12)
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# American Literature Honors (#1020810) 2023 - And Beyond

## Course Standards

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.            Standard Relation to Course: Major</p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.            Standard Relation to Course: Major</p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.            Standard Relation to Course: Major</p>
ELA.10.C.5.1:	<p>Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.            Standard Relation to Course: Major</p>
ELA.10.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.            Standard Relation to Course: Major</p>
	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.</p>

ELA.10.R.1.1:	<p><i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:  Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred).</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.4:	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.3:	<p>Analyze how mythical, classical, or religious texts have been adapted.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome’s Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization’s early history. Religious texts for this benchmark include works such as the Bible.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Analyze an author’s use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level,</p>



students are using and responsible for the appeals of logos, ethos, and pathos.

ELA.10.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.10.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course: Major**

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.10.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course: Major**

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

ELA.10.V.1.3:

*Clarification 3:* See ELA.10.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course: Supporting**

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Standard Relation to Course: Supporting**

	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>
	Analyze the impact of civic engagement as a means of preserving or reforming institutions.
SS.912.CG.2.7:	<ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul>
	<b>Standard Relation to Course: Supporting</b>
	Explain how citizens are affected by the local, state and national governments.
SS.912.CG.3.15:	<ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul>
	<b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of American literature through advanced integrated educational experiences. Emphasis will be on representative American literature, highlighting the major genres, themes, subjects, and historical influences associated with each literary period, including pertinent foundational documents in United States history.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- active reading of texts of varied American literary texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported expository texts
  - responding to literature for personal and analytical purposes
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

One-third of the Sample Book and Civics Lists, or selections by the authors represented on the list(s), should be included in instructional materials, augmented with selections of similar quality that will reinforce the concepts, vocabulary and skills.

## GENERAL INFORMATION

<b>Course Number:</b> 1020810	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> AMER LIT HON
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"><li>• Honors</li></ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 3
<b>Course Status:</b> Draft - Course Pending Approval	
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> English	

## Educator Certifications

English (Grades 6-12)
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# Classical Literature Honors (#1020830) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	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. <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	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.
LAFS.1112.RI.1.1:	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.
LAFS.1112.RI.1.2:	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.
LAFS.1112.RI.1.3:	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.
LAFS.1112.RI.2.4:	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 <i>Federalist No. 10</i> ).
LAFS.1112.RI.2.5:	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.
LAFS.1112.RI.2.6:	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.
LAFS.1112.RI.3.7:	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.
LAFS.1112.RI.3.8:	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., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second

	Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.RL.1.1:	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.
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.SL.1.1:	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. <ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>

	<ul style="list-style-type: none"> <li>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.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
LAFS.1112.W.1.2:	<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>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.</li> <li>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).</li> </ul>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grades 11–12 Reading standards to literature (e.g., “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”).</li> <li>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ul>
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.912.C.2.8:	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
SS.912.C.3.13:	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p><b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.</p>

**Clarifications:**

Some examples may include binge drinking, eating disorders, sexual relationships, healthy relationships, sexual abstinence/risk reduction behaviors.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of classical literature through advanced integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative classical literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the literary period.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### GENERAL NOTES

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

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments, themes, and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

#### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

**Course Number:** 1020830

**Number of Credits:** Half credit (.5)

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** CLASS LIT HON

**Course Length:** Semester (S)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)
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# Classical Literature Honors (#1020830) 2022 - 2023

## Course Standards

Name	Description
ELA.11.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.  <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.5.1:	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.5.2:	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.R.1.1:	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:</p> <p>Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author’s attitude</p>

Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)

*Clarification 3:* Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

**Standard Relation to Course: Major**

Track and analyze universal themes in literary texts from different times and places.

**Clarifications:**

*Clarification 1:* A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

**Standard Relation to Course: Major**

ELA.11.R.1.2:

Analyze the author's choices in using juxtaposition to define character perspective.

**Clarifications:**

*Clarification 1:* Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.

*Clarification 2:* The term perspective means "a particular attitude toward or way of regarding something."

**Standard Relation to Course: Major**

Analyze ways in which poetry reflects themes and issues of its time period.

**Clarifications:**

*Clarification 1:* Poetry for this benchmark should be selected from one of the following literary periods.

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (130–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

*Clarification 2:* For more information, see Literary Periods.

**Standard Relation to Course: Major**

ELA.11.R.1.4:

Evaluate the structure(s) and features in texts.

**Clarifications:**

*Clarification 1:* Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

*Clarification 2:* Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

**Standard Relation to Course: Major**

ELA.11.R.2.1:

Analyze the central idea(s) of speeches and essays from the Classical Period.

**Clarifications:**

*Clarification 1:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course: Major**

ELA.11.R.2.2:

Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.

**Standard Relation to Course: Major**

ELA.11.R.2.3:

Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.

**Clarifications:**

*Clarification 1:* Validity refers to the soundness of the arguments.

*Clarification 2:* For more information on types of reasoning, see Types of Logical Reasoning.

**Standard Relation to Course: Major**

ELA.11.R.2.4:

Analyze the author's use of figurative language and explain examples of allegory.

**Clarifications:**

*Clarification 1:* Examples of allegory should be taken from the following periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

*Clarification 2:* Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia,

ELA.11.R.3.1:

personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

**Clarification 3:** See Secondary Figurative Language.

**Standard Relation to Course:** Major

ELA.11.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.R.3.3:	<p>Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:</p> <ul style="list-style-type: none"><li>• Classical Period (1200 BCE–455 CE)</li><li>• Medieval Period (455 CE–1485 CE)</li><li>• Renaissance Period (1300–1600)</li><li>• Restoration and 18th Century (1660–1790) British Literature</li><li>• Colonial and Early National Period (1600–1830) American Literature</li><li>• Romantic Period (1790–1870)</li><li>• Realism and Naturalism Period (1870–1930)</li><li>• Modernist Period (1910–1945)</li></ul> <p><i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.R.3.4:	<p>Evaluate an author's use of rhetoric in text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.11.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that</p>

	<p>they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>
SS.912.C.2.8:	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p> <p><b>Standard Relation to Course: Supporting</b></p>
SS.912.C.3.13:	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p><b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of classical literature through advanced integrated educational experiences of reading, writing, collaboration, and language. Emphasis will be on representative classical literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the literary period.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:

- elements of literature
- arguments and claims supported by textual evidence
- power and impact of language
- influence of history, culture, and setting on language
- personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**VERSION REQUIREMENTS**

One-third of the Sample Book and Civics lists, or selections by the authors represented on the list(s), should be included in instructional materials, augmented with selections of similar quality that will reinforce the concepts, vocabulary and skills.

**GENERAL INFORMATION**

<b>Course Number:</b> 1020830	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> CLASS LIT HON <b>Course Length:</b> Semester (S) <b>Course Attributes:</b>
	<ul style="list-style-type: none"> <li>• Honors</li> </ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 3
<b>Course Status:</b> Draft - Course Pending Approval	
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> English	

**Educator Certifications**

English (Grades 6-12)
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# Classical Literature Honors (#1020830) 2023 - And Beyond

## Course Standards

Name	Description
ELA.11.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques. <b>Standard Relation to Course:</b> Major
ELA.11.C.1.3:	Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques. <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate. <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis. <b>Standard Relation to Course:</b> Major
ELA.11.C.1.4:	Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types. <b>Standard Relation to Course:</b> Major
ELA.11.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric. <b>Standard Relation to Course:</b> Major
ELA.11.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information. <b>Standard Relation to Course:</b> Major
ELA.11.C.4.1:	Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. <b>Standard Relation to Course:</b> Major
ELA.11.C.5.1:	Create digital presentations to improve the experience of the audience. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience. <b>Standard Relation to Course:</b> Major
ELA.11.C.5.2:	Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site. <b>Standard Relation to Course:</b> Major
ELA.11.R.1.1:	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards: <p>Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author’s attitude</p>

Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)

*Clarification 3:* Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

**Standard Relation to Course: Major**

Track and analyze universal themes in literary texts from different times and places.

**Clarifications:**

*Clarification 1:* A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

**Standard Relation to Course: Major**

ELA.11.R.1.2:

Analyze the author's choices in using juxtaposition to define character perspective.

**Clarifications:**

*Clarification 1:* Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.

*Clarification 2:* The term perspective means "a particular attitude toward or way of regarding something."

**Standard Relation to Course: Major**

Analyze ways in which poetry reflects themes and issues of its time period.

**Clarifications:**

*Clarification 1:* Poetry for this benchmark should be selected from one of the following literary periods.

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (130–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

*Clarification 2:* For more information, see Literary Periods.

**Standard Relation to Course: Major**

ELA.11.R.1.4:

Evaluate the structure(s) and features in texts.

**Clarifications:**

*Clarification 1:* Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

*Clarification 2:* Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

**Standard Relation to Course: Major**

ELA.11.R.2.1:

Analyze the central idea(s) of speeches and essays from the Classical Period.

**Clarifications:**

*Clarification 1:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course: Major**

ELA.11.R.2.2:

Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.

**Standard Relation to Course: Major**

ELA.11.R.2.3:

Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.

**Clarifications:**

*Clarification 1:* Validity refers to the soundness of the arguments.

*Clarification 2:* For more information on types of reasoning, see Types of Logical Reasoning.

**Standard Relation to Course: Major**

ELA.11.R.2.4:

Analyze the author's use of figurative language and explain examples of allegory.

**Clarifications:**

*Clarification 1:* Examples of allegory should be taken from the following periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

*Clarification 2:* Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia,

ELA.11.R.3.1:

personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

**Clarification 3:** See Secondary Figurative Language.

**Standard Relation to Course:** Major

ELA.11.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.R.3.3:	<p>Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:</p> <ul style="list-style-type: none"><li>• Classical Period (1200 BCE–455 CE)</li><li>• Medieval Period (455 CE–1485 CE)</li><li>• Renaissance Period (1300–1600)</li><li>• Restoration and 18th Century (1660–1790) British Literature</li><li>• Colonial and Early National Period (1600–1830) American Literature</li><li>• Romantic Period (1790–1870)</li><li>• Realism and Naturalism Period (1870–1930)</li><li>• Modernist Period (1910–1945)</li></ul> <p><i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.R.3.4:	<p>Evaluate an author's use of rhetoric in text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.11.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that</p>



	<p>they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul> <p><b>Standard Relation to Course: Supporting</b></p>
SS.912.CG.3.15:	<p>Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of classical literature through advanced integrated educational experiences of reading, writing, collaboration, and language. Emphasis will be on representative classical literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the literary period.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all

students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

#### **VERSION REQUIREMENTS**

One-third of the Sample Book and Civics lists, or selections by the authors represented on the list(s), should be included in instructional materials, augmented with selections of similar quality that will reinforce the concepts, vocabulary and skills.

#### **GENERAL INFORMATION**

<b>Course Number:</b> 1020830	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> CLASS LIT HON
	<b>Course Length:</b> Semester (S)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"><li>• Honors</li></ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 3
<b>Course Status:</b> Draft - Course Pending Approval	
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> English	

#### **Educator Certifications**

English (Grades 6-12)
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# Contemporary Literature Honors (#1020840) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	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. <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	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.
LAFS.1112.RI.1.1:	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.
LAFS.1112.RI.1.2:	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.
LAFS.1112.RI.1.3:	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.
LAFS.1112.RI.2.4:	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 <i>Federalist No. 10</i> ).
LAFS.1112.RI.2.5:	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.
LAFS.1112.RI.2.6:	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.
LAFS.1112.RI.3.7:	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.
LAFS.1112.RI.3.8:	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., <i>The Federalist</i> , presidential addresses).
LAFS.1112.RI.3.9:	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second

	Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.RL.1.1:	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.
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  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.
LAFS.1112.SL.1.1:	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. <ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>

	<p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
LAFS.1112.W.1.2:	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “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”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
LAFS.1112.W.4.10:	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.
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p><b>Clarifications:</b> Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.4:	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p><b>Clarifications:</b> Verbal and written communication, active listening, and how to seek help for a friend.</p>
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p><b>Clarifications:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger</p>

	management, and regular exercise.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of contemporary literature through advanced integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative contemporary literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated throughout the literary period.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### GENERAL NOTES

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

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of varied contemporary literature and informational texts to examine:
  - text craft and structure
  - elements of literature
  - arguments, themes, and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

**Course Number:** 1020840

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature > **Abbreviated Title:** CONTEMP LIT HON  
**Course Length:** Semester (S)  
**Course Attributes:**

**Number of Credits:** Half credit (.5)

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)

# Contemporary Literature Honors (#1020840) 2022 - 2023

## Course Standards

Name	Description
ELA.11.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.  <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.5.1:	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.5.2:	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.</p> <p><b>Standard Relation to Course:</b> Major</p>
	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:</p>



ELA.11.R.1.1:	<p>Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.2:	<p>Track and analyze universal themes in literary texts from different times and places.  <b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.3:	<p>Analyze the author’s choices in using juxtaposition to define character perspective.  <b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means “a particular attitude toward or way of regarding something.”</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.4:	<p>Analyze ways in which poetry reflects themes and issues of its time period.  <b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><i>Clarification 2:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.1:	<p>Evaluate the structure(s) and features in texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.2:	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.  <b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.4:	<p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors’ reasoning, and the ways in which the authors use the same information to achieve different ends.  <b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.1:	<p>Analyze the author’s use of figurative language and explain examples of allegory.  <b>Clarifications:</b>  <i>Clarification 1:</i> Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> </ul>

	<ul style="list-style-type: none"> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.3:	<p>Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.4:	<p>Evaluate an author's use of rhetoric in text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.11.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when</p>

	they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	<p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>
SS.912.C.2.8:	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p> <p><b>Standard Relation to Course: Supporting</b></p>
SS.912.C.3.13:	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p><b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of contemporary literature through advanced integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative contemporary literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated throughout the literary period.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined

purposefully.

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

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of varied contemporary literature and informational texts to examine
- elements of literature
- arguments, themes, and claims supported by textual evidence
- power and impact of language
- influence of history, culture, and setting on language
- personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**VERSION REQUIREMENTS**

One-third of the ELA Book List and Civics Sample Book List should be used in instruction.

**GENERAL INFORMATION**

<b>Course Number:</b> 1020840	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> CONTEMP LIT HON
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Draft - Course Pending Approval	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>• Honors</li></ul>
<b>Graduation Requirement:</b> English	<b>Course Level:</b> 3

**Educator Certifications**

English (Grades 6-12)
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# Contemporary Literature Honors (#1020840) 2023 - And Beyond

## Course Standards

Name	Description
ELA.11.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.  <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.5.1:	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.  <b>Standard Relation to Course:</b> Major</p>
ELA.11.C.5.2:	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.</p> <p><b>Standard Relation to Course:</b> Major</p>
	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:</p>

ELA.11.R.1.1:	<p>Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.2:	<p>Track and analyze universal themes in literary texts from different times and places.  <b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.3:	<p>Analyze the author’s choices in using juxtaposition to define character perspective.  <b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means “a particular attitude toward or way of regarding something.”</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.4:	<p>Analyze ways in which poetry reflects themes and issues of its time period.  <b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><i>Clarification 2:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.1:	<p>Evaluate the structure(s) and features in texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.2:	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.4:	<p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors’ reasoning, and the ways in which the authors use the same information to achieve different ends.  <b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.1:	<p>Analyze the author’s use of figurative language and explain examples of allegory.  <b>Clarifications:</b>  <i>Clarification 1:</i> Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> </ul>

	<ul style="list-style-type: none"> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.3:	<p>Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.4:	<p>Evaluate an author's use of rhetoric in text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.11.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when</p>

	they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	<p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul> <p><b>Standard Relation to Course: Supporting</b></p>
SS.912.CG.3.15:	<p>Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of contemporary literature through advanced integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative contemporary literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated throughout the literary period.



## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of varied contemporary literature and informational texts to examine
- elements of literature
- arguments, themes, and claims supported by textual evidence
- power and impact of language
- influence of history, culture, and setting on language
- personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

One-third of the ELA Book List and Civics Sample Book List should be used in instruction.

## GENERAL INFORMATION

<b>Course Number:</b> 1020840	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> CONTEMP LIT HON
	<b>Course Length:</b> Semester (S)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"><li>• Honors</li></ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 3
<b>Course Status:</b> Draft - Course Pending Approval	
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> English	

## Educator Certifications



# World Literature Honors (#1020850) 2015 - 2022 (current)

## Course Standards

### Reading Literature

**Standard Notes:** These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Reading Informational Text

**Standard Notes:** These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

### Writing

**Standards Notes:** Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

### Speaking and Listening

**Standards Notes:** The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

### Language

**Standards Notes:** The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>
LAFS.1112.L.2.3:	<p>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.</p> <p>a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>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.</p> <p>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).</p>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>

LAFS.1112.L.3.6:	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.
LAFS.1112.RI.1.1:	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.
LAFS.1112.RI.1.2:	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.
LAFS.1112.RI.1.3:	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.
LAFS.1112.RI.2.4:	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).
LAFS.1112.RI.2.5:	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.
LAFS.1112.RI.2.6:	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.
LAFS.1112.RI.3.9:	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.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.RL.1.1:	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.
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.SL.1.1:	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. <ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.

LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.1112.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same</li> </ol>

LAFS.1112.W.3.9:	period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.
HE.912.B.4.1:	Explain skills needed to communicate effectively with family, peers, and others to enhance health. <b>Clarifications:</b> Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of world literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative world literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the selections

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### GENERAL NOTES

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

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments, themes, and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

#### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## GENERAL INFORMATION

**Course Number:** 1020850

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Number of Credits:** One (1) credit

**Abbreviated Title:** WORLD LIT HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Course Level:** 3

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

## Educator Certifications

English (Grades 6-12)
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# World Literature Honors (#1020850) 2022 - 2023

## Course Standards

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.5.1:	<p>Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.  <b>Standard Relation to Course:</b> Major</p>
	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.</p>



ELA.10.R.1.1:	<p><i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:  Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred).</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.4:	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.3:	<p>Analyze how mythical, classical, or religious texts have been adapted.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome’s Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization’s early history. Religious texts for this benchmark include works such as the Bible.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Analyze an author’s use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level,</p>

students are using and responsible for the appeals of logos, ethos, and pathos.

ELA.10.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.10.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course: Major**

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.10.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course: Major**

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

ELA.10.V.1.3:

*Clarification 3:* See ELA.10.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course: Supporting**

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Standard Relation to Course: Supporting**

	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>
	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b>
SS.912.C.2.8:	Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors. <b>Standard Relation to Course: Supporting</b>
	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b>
SS.912.C.3.13:	Examples are education, transportation, crime prevention, funding of services. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of world literature while honing their reading skills and increasing their knowledge base. Emphasis will be on representative world literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the selections

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments, themes, and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document

which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

One-third of the ELA Book List and Civics Sample Book List should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1020850

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** WORLD LIT HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3

## Educator Certifications

English (Grades 6-12)

# World Literature Honors (#1020850) 2023 - And Beyond

## Course Standards

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.5.1:	<p>Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.  <b>Standard Relation to Course:</b> Major</p>
ELA.10.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.  <b>Standard Relation to Course:</b> Major</p>
	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.</p>

ELA.10.R.1.1:	<p><i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:  Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred).</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.4:	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.3:	<p>Analyze how mythical, classical, or religious texts have been adapted.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome’s Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization’s early history. Religious texts for this benchmark include works such as the Bible.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Analyze an author’s use of rhetoric in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level,</p>

students are using and responsible for the appeals of logos, ethos, and pathos.

ELA.10.R.3.4:

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

ELA.10.V.1.1:

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course: Major**

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

ELA.10.V.1.2:

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course: Major**

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

ELA.10.V.1.3:

*Clarification 3:* See ELA.10.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course: Supporting**

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

ELA.K12.EE.4.1:

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Standard Relation to Course: Supporting**

	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>
SS.912.CG.2.7:	Analyze the impact of civic engagement as a means of preserving or reforming institutions. <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul> <b>Standard Relation to Course: Supporting</b>
SS.912.CG.3.15:	Explain how citizens are affected by the local, state and national governments. <ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul> <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of world literature while honing their reading skills and increasing their knowledge base. Emphasis will be on representative world literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the selections

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments, themes, and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.



**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

**VERSION REQUIREMENTS**

One-third of the ELA Book List and Civics Sample Book List should be used in instruction.

**GENERAL INFORMATION**

<b>Course Number:</b> 1020850	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> WORLD LIT HON
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"> <li>• Honors</li> </ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 3
<b>Course Status:</b> Draft - Course Pending Approval	
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> English	

**Educator Certifications**

English (Grades 6-12)

# Great Books Honors (#1020860) 2015 - 2022 (current)

## Course Standards

### Reading Literature

**Standard Notes:** These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Reading Informational Text

**Standard Notes:** These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

### Writing

**Standards Notes:** Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

### Speaking and Listening

**Standards Notes:** The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

### Language

**Standards Notes:** The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>

LAFS.1112.L.3.6:	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.
LAFS.1112.RI.1.1:	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.
LAFS.1112.RI.1.2:	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.
LAFS.1112.RI.1.3:	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.
LAFS.1112.RI.2.4:	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).
LAFS.1112.RI.2.5:	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.
LAFS.1112.RI.2.6:	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.
LAFS.1112.RI.3.7:	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.
LAFS.1112.RI.3.8:	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).
LAFS.1112.RI.3.9:	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.
LAFS.1112.RI.4.10:	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.RL.1.1:	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.
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.3.9:	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.
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
LAFS.1112.SL.1.1:	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. <ul style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>

LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.1112.W.1.2:	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.2.6:	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.
LAFS.1112.W.3.7:	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.
	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;

LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “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”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
LAFS.1112.W.4.10:	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.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.912.C.1.2:	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p><b>Clarifications:</b> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
HE.912.C.2.5:	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Clarifications:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
SS.912.C.2.8:	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
SS.912.C.3.13:	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p><b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of great literature through advanced integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative "great books," including ones with varied cultural influences, highlighting the major genres, themes, issues, and influences associated throughout the literary period.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### GENERAL NOTES

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

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literary and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments, themes, and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions

- collaboration amongst peers

### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

**Course Number:** 1020860

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** GREAT BOOKS HON

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

### Educator Certifications

English (Grades 6-12)
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# Great Books Honors (#1020860) 2022 - 2023

## Course Standards

Name	Description
ELA.11.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.  <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.            Standard Relation to Course: Major</p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.11.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p> <p>Standard Relation to Course: Major</p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.            Standard Relation to Course: Major</p>
ELA.11.C.5.1:	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.            Standard Relation to Course: Major</p>
ELA.11.C.5.2:	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.            Standard Relation to Course: Major</p>
	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:</p>

ELA.11.R.1.1:	<p>Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.2:	<p>Track and analyze universal themes in literary texts from different times and places.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.3:	<p>Analyze the author’s choices in using juxtaposition to define character perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means “a particular attitude toward or way of regarding something.”</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.4:	<p>Analyze ways in which poetry reflects themes and issues of its time period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><i>Clarification 2:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.1:	<p>Evaluate the structure(s) and features in texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.2:	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.4:	<p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors’ reasoning, and the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.1:	<p>Analyze the author’s use of figurative language and explain examples of allegory.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> </ul>



- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

*Clarification 2:* Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

*Clarification 3:* See Secondary Figurative Language.

**Standard Relation to Course:** Major

ELA.11.R.3.2:

Paraphrase content from grade-level texts.

**Clarifications:**

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

**Standard Relation to Course:** Major

ELA.11.R.3.3:

Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.

**Clarifications:**

*Clarification 1:* Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

*Clarification 2:* For more information on types of reasoning, see Types of Logical Reasoning.

**Standard Relation to Course:** Major

ELA.11.R.3.4:

Evaluate an author's use of rhetoric in text.

**Clarifications:**

*Clarification 1:* Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

**Standard Relation to Course:** Major

ELA.11.V.1.1:

Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**

*Clarification 1:* To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

*Clarification 2:* Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course:** Major

ELA.11.V.1.2:

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

*Clarification 1:* Etymology refers to the study of word origins and the ways that words have changed over time.

*Clarification 2:* Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course:** Major

ELA.11.V.1.3:

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.11.R.3.1 and Secondary Figurative Language.

**Standard Relation to Course:** Major

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

	2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.  <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change. <b>Clarifications:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. <b>Clarifications:</b> Examples are education, transportation, crime prevention, funding of services.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of great literature through advanced integrated educational experiences of reading, writing, and language. Emphasis will be on representative "great books," including ones with varied cultural influences, highlighting the major genres, themes, issues, and influences associated throughout the literary period.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported expository texts
  - responding to literature for personal and analytical purposes
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

#### **VERSION REQUIREMENTS**

One-third of the ELA Book List and Civics Sample Book List should be used in instruction.

#### **GENERAL INFORMATION**

<b>Course Number:</b> 1020860	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> GREAT BOOKS HON
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"><li>• Honors</li><li>• Class Size Core Required</li></ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 3
<b>Course Status:</b> Draft - Course Pending Approval	
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> English	

#### **Educator Certifications**

English (Grades 6-12)
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# Great Books Honors (#1020860) 2023 - And Beyond

## Course Standards

Name	Description
ELA.11.C.1.2:	Write complex narratives using appropriate techniques to establish multiple perspectives. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Narrative Techniques. <b>Standard Relation to Course:</b> Major
ELA.11.C.1.3:	Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques. <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate. <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis. <b>Standard Relation to Course:</b> Major
ELA.11.C.1.4:	Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types. <b>Standard Relation to Course:</b> Major
ELA.11.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style. <b>Standard Relation to Course:</b> Major
ELA.11.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric. <b>Standard Relation to Course:</b> Major
ELA.11.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"><li>• Use knowledge of usage rules to create flow in writing and presenting.</li></ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information. <b>Standard Relation to Course:</b> Major
ELA.11.C.4.1:	Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. <b>Standard Relation to Course:</b> Major
ELA.11.C.5.1:	Create digital presentations to improve the experience of the audience. <b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience. <b>Standard Relation to Course:</b> Major
ELA.11.C.5.2:	Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site. <b>Standard Relation to Course:</b> Major
	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:

ELA.11.R.1.1:	<p>Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author’s attitude  Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.2:	<p>Track and analyze universal themes in literary texts from different times and places.  <b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.3:	<p>Analyze the author’s choices in using juxtaposition to define character perspective.  <b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means “a particular attitude toward or way of regarding something.”</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.4:	<p>Analyze ways in which poetry reflects themes and issues of its time period.  <b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><i>Clarification 2:</i> For more information, see Literary Periods.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.1:	<p>Evaluate the structure(s) and features in texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.2:	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.3:	<p>Analyze an author’s choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.  <b>Standard Relation to Course: Major</b></p>
ELA.11.R.2.4:	<p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors’ reasoning, and the ways in which the authors use the same information to achieve different ends.  <b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.1:	<p>Analyze the author’s use of figurative language and explain examples of allegory.  <b>Clarifications:</b>  <i>Clarification 1:</i> Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> </ul>

	<ul style="list-style-type: none"> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.3:	<p>Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.3.4:	<p>Evaluate an author's use of rhetoric in text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.11.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when</p>

	they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.1.1:	<p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b></p>
SS.912.CG.2.7:	<p>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</p> <ul style="list-style-type: none"> <li>• Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</li> <li>• Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</li> </ul>
SS.912.CG.3.15:	<p>Explain how citizens are affected by the local, state and national governments.</p> <ul style="list-style-type: none"> <li>• Students will identify local government officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of state governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will identify the role of national governmental officials and employees who affect the daily lives of citizens.</li> <li>• Students will explain how government at all levels impacts the daily lives of citizens.</li> </ul>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of great literature through advanced integrated educational experiences of reading, writing, and language. Emphasis will be on representative "great books," including ones with varied cultural influences, highlighting the major genres, themes, issues, and influences associated throughout the literary period.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported expository texts
  - responding to literature for personal and analytical purposes
- collaboration amongst peers

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

One-third of the ELA Book List and Civics Sample Book List should be used in instruction.

## GENERAL INFORMATION

<b>Course Number:</b> 1020860	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> GREAT BOOKS HON
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"><li>• Honors</li><li>• Class Size Core Required</li></ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 3
<b>Course Status:</b> Draft - Course Pending Approval	
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> English	

## Educator Certifications

English (Grades 6-12)



# Ancient Literature Honors (#1020870) 2018 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol>
LAFS.1112.L.2.3:	<p>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.</p> <ol style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol>
LAFS.1112.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>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.</li> <li>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).</li> </ol>
LAFS.1112.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.1112.L.3.6:	<p>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.</p>
LAFS.1112.RI.1.1:	<p>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.</p>
LAFS.1112.RI.1.2:	<p>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.</p>
LAFS.1112.RI.1.3:	<p>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.</p>
LAFS.1112.RI.2.4:	<p>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 <i>Federalist No. 10</i>).</p>
LAFS.1112.RI.2.5:	<p>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.</p>
LAFS.1112.RI.2.6:	<p>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.</p>
LAFS.1112.RI.3.7:	<p>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.</p>
LAFS.1112.RI.3.8:	<p>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., <i>The Federalist</i>, presidential addresses).</p>
LAFS.1112.RI.4.10:	<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at</p>

	the high end of the grades 11–CCR text complexity band independently and proficiently.
LAFS.1112.RL.1.1:	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.
LAFS.1112.RL.1.2:	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.
LAFS.1112.RL.1.3:	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).
LAFS.1112.RL.2.4:	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.)
LAFS.1112.RL.2.5:	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.
LAFS.1112.RL.2.6:	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LAFS.1112.RL.3.7:	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.)
LAFS.1112.RL.4.10:	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  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.
LAFS.1112.SL.1.1:	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.
LAFS.1112.SL.1.2:	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.
LAFS.1112.SL.1.3:	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.
LAFS.1112.SL.2.4:	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.
LAFS.1112.SL.2.5:	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.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W.1.1:	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.
	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.

LAFS.1112.W.1.2:	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>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.</li> <li>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).</li> </ul>
LAFS.1112.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	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.
LAFS.1112.W.3.7:	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.
LAFS.1112.W.3.8:	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.
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grades 11–12 Reading standards to literature (e.g., “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”).</li> <li>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ul>
LAFS.1112.W.4.10:	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.
LAFS.K12.L.2.3:	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.
LAFS.K12.R.1.1:	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.
LAFS.K12.R.3.7:	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LAFS.K12.R.3.8:	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.
LAFS.K12.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LAFS.K12.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

## VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of ancient literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative ancient literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the literary period.

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments, themes, and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text-based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### SPECIAL NOTES:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making closing reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [{{AzureStorageLink}}/uploads/docs/standards/eld/si.pdf](#).

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## GENERAL INFORMATION

**Course Number:** 1020870

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Literature >

**Abbreviated Title:** ANCIENT LIT HONORS

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Course Approved

**Graduation Requirement:** English

**Educator Certifications**

English (Grades 6-12)
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# Ancient Literature Honors (#1020870) 2022 - And Beyond

## Course Standards

Name	Description
ELA.12.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.            Standard Relation to Course: Major</p>
ELA.12.C.1.3:	<p>Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.  <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis.            Standard Relation to Course: Major</p>
ELA.12.C.1.4:	<p>Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.12.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.            Standard Relation to Course: Major</p>
ELA.12.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.12.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.12.C.4.1:	<p>Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.            Standard Relation to Course: Major</p>
ELA.12.C.5.1:	<p>Design and evaluate digital presentations for effectiveness.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.            Standard Relation to Course: Major</p>
ELA.12.C.5.2:	<p>Create, publish, and share multimedia texts through a variety of digital formats.            Standard Relation to Course: Major</p>
ELA.12.R.1.1:	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:            Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author's attitude            Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)</p>

*Clarification 3:* Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.

*Clarification 4:* Functional significance refers to the role each element plays in creating meaning or effect for the reader.

**Standard Relation to Course: Major**

ELA.12.R.1.2: Analyze two or more themes and evaluate their development throughout a literary text.

**Clarifications:**

*Clarification 1:* For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message.

**Standard Relation to Course: Major**

ELA.12.R.1.3: Evaluate the development of character perspective, including conflicting perspectives.

**Clarifications:**

*Clarification 1:* The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

**Standard Relation to Course: Major**

ELA.12.R.1.4: Evaluate works of major poets in their historical context.

**Clarifications:**

*Sample poets for this benchmark include:*

- Emily Dickinson
- Langston Hughes
- Robert Frost
- Phillis Wheatley
- Edna St. Vincent Millay
- Countee Cullen
- Robert Burns
- Percy Bysshe Shelley

*Clarification 1:* A poet’s historical context is the period in which the writing occurred, not when it was discovered or became resurgent.

*Clarification 2:* Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.

*Clarification 3:* For more information, see Literary Periods.

**Standard Relation to Course: Major**

ELA.12.R.2.1: Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.

**Clarifications:**

*Clarification 1:* Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

*Clarification 2:* Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

**Standard Relation to Course: Major**

ELA.12.R.2.2: Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.

**Standard Relation to Course: Major**

ELA.12.R.2.3: Evaluate an author’s choices in establishing and achieving purpose(s).

**Standard Relation to Course: Major**

ELA.12.R.2.4: Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors’ reasoning, use of the same information, and/or the authors’ rhetoric.

**Clarifications:**

*Clarification 1:* For more information on types of reasoning, see Types of Logical Reasoning.

*Clarification 2:* See Rhetorical Appeals and Rhetorical Devices.

*Clarification 3:* Validity refers to the soundness of the arguments.

**Standard Relation to Course: Major**

ELA.12.R.3.1: Evaluate an author’s use of figurative language.

**Clarifications:**

*Clarification 1:* Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

*Clarification 2:* See Secondary Figurative Language.

**Standard Relation to Course: Major**

ELA.12.R.3.2: Paraphrase content from grade-level texts.

**Clarifications:**

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

**Standard Relation to Course: Major**

ELA.12.R.3.3:	<p>Analyze the influence of classic literature on contemporary world texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Classic literature for this benchmark should be drawn from and representative of the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.3.4:	<p>Evaluate rhetorical choices across multiple texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.V.1.2:	<p>Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><i>Clarification 3:</i> See Foreign Words and Phrases for a list of commonly used foreign phrases.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.12.R.3.1 and Secondary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p>



9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of ancient literature through integrated educational experiences of reading, writing, and language. Emphasis will be on representative ancient literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the literary period.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

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

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments, themes, and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims

- crafting coherent, supported informative/expository texts
- responding to literature for personal and analytical purposes
- collaboration with peers regarding the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**English Language Development (ELD) Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

**VERSION REQUIREMENTS**

One-third of the ELA Sample Book List should be used in instruction.

**GENERAL INFORMATION**

<b>Course Number:</b> 1020870	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature > <b>Abbreviated Title:</b> ANCIENT LIT HONORS
<b>Number of Credits:</b> One (1) credit	<b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Honors</li> </ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 3
<b>Course Status:</b> Draft - Course Pending Approval	
<b>Graduation Requirement:</b> English	

**Educator Certifications**

English (Grades 6-12)
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# English for Speakers of Other Languages

## Kindergarten (#5010011) 2021 - And Beyond (current)

### Course Standards

Name	Description
ELA.K.C.1.1:	<p>Print many upper- and lowercase letters.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students should attend to spacing between letters.</p> <p><i>Clarification 2:</i> Of the many letters students need to be able to print, all vowels must be included. For example, a student who can print 22 letters, both upper- and lowercase, but not “a” or “A” has not mastered the benchmark.</p>
ELA.K.C.1.2:	<p>Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The product can be written, drawn, dictated, or a combination of all.</p> <p><i>Clarification 2:</i> See Writing Types.</p>
ELA.K.C.1.3:	<p>Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The product can be written, oral, drawn, dictated, or a combination of all.</p> <p><i>Clarification 2:</i> See Writing Types.</p>
ELA.K.C.1.4:	<p>Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The product can be written, drawn, dictated, or a combination of all.</p> <p><i>Clarification 2:</i> Some opinion can be added to the information, but it should mostly be factual. It is important that students understand the difference between writing to explain and writing to express an opinion.</p> <p><i>Clarification 3:</i> See Writing Types.</p>
ELA.K.C.1.5:	<p>With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> “As needed” refers to the fact that sometimes instruction will focus on a specific skill or part of the process. For example, a lesson may focus on planning. In those instances, only the planning step would be focused on. By the end of the year, students should have ample opportunities to engage in planning, revising, and editing.</p>
ELA.K.C.2.1:	<p>Present information orally using complete sentences.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For further guidance, see the Elementary Oral Communication Rubric.</p>
ELA.K.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Begin each sentence with a capital letter and use ending punctuation.</li> <li>• Capitalize the days of the week, the months of the year, and the pronoun I.</li> <li>• Form regular plural nouns orally by adding /s/ or /es/.</li> <li>• Use interrogatives to ask questions.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Capitalize proper nouns.</li> <li>• Form and use simple verb tenses for regular verbs by adding the affix -ed.</li> <li>• Form and use complete simple sentences.</li> <li>• Use possessives.</li> <li>• Use subject-verb agreement in simple sentences.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
ELA.K.C.4.1:	<p>Recall information to answer a question about a single topic.</p>
ELA.K.C.5.1:	<p>Use a multimedia element to enhance oral or written tasks.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation.</p> <p>Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation. At this</p>

grade level, the element should relate to the task but that relationship may be tangential. It does not require but can include the use of computers.

ELA.K.F.1.1:	<p>Demonstrate knowledge of the basic concepts of print.</p> <ol style="list-style-type: none"><li>Locate a printed word on a page.</li><li>Distinguish letters from words within sentences.</li><li>Match print to speech to demonstrate that language is represented by print.</li><li>Identify parts of a book (front cover, back cover, title page).</li><li>Move top to bottom and left to right on the printed page; returning to the beginning of the next line.</li><li>Identify all upper- and lowercase letters of the alphabet.</li><li>Recognize that print conveys specific meaning and pictures may support meaning.</li></ol> <p><b>Clarifications:</b> <i>Clarification 1:</i> Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult.</p>
ELA.K.F.1.2:	<p>Demonstrate phonological awareness.</p> <ol style="list-style-type: none"><li>Blend and segment syllables in spoken words.</li><li>Identify and produce alliterative and rhyming words.</li><li>Blend and segment onset and rimes of single-syllable words.</li><li>Identify the initial, medial, and final sound of spoken words.</li><li>Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.</li><li>Segment and blend phonemes in single-syllable spoken words.</li></ol> <p><b>Clarifications:</b> <i>Clarification 1:</i> Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge.</p>
ELA.K.F.1.3:	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p> <ol style="list-style-type: none"><li>Demonstrate knowledge of the most frequent sound for each consonant.</li><li>Demonstrate knowledge of the short and long sounds for the five major vowels.</li><li>Decode consonant-vowel-consonant (CVC) words.</li><li>Encode consonant-vowel-consonant (CVC) words.</li></ol> <p><b>Clarifications:</b> <i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). <i>Clarification 2:</i> Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p>
ELA.K.F.1.4:	<p>Recognize and read with automaticity grade-level high frequency words.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See Dolch and Fry word lists. <i>Clarification 2:</i> Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p>
ELA.K.R.1.1:	<p>Describe the main character(s), setting, and important events in a story.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on. <i>Clarification 2:</i> For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated. <i>Clarification 3:</i> Descriptions can be oral, either in response to a question or through discussion.</p>
ELA.K.R.1.3:	<p>Explain the roles of author and illustrator of a story.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss' <i>Hop on Pop</i> where Dr. Seuss performs both roles. <i>Clarification 2:</i> Students should also explain that both authors and illustrators contribute to the meaning of the text.</p>
ELA.K.R.1.4:	<p>Identify rhyme in a poem.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> This benchmark builds on the skills from the phonological awareness benchmark ELA.K.F.1.2(b): Identify and produce alliterative and rhyming words. The expectation is that students identify rhyming words in a poem that is read aloud. <i>Clarification 2:</i> Students will also note where the rhyme is coming, e.g., at the end of a line.</p>

ELA.K.R.2.1:	Use titles, headings, and illustrations to predict and confirm the topic of texts. <b>Clarifications:</b> <i>Clarification 1:</i> The step of confirming the prediction is essential to mastery of this benchmark.
ELA.K.R.2.2:	Identify the topic of and multiple details in a text. <b>Clarifications:</b> <i>Clarification 1:</i> The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book <i>Why Should I Recycle?</i> is recycling.
ELA.K.R.2.4:	Explain the difference between opinions and facts about a topic. <b>Clarifications:</b> <i>Clarification 1:</i> Students will explain which statements are fact and which are opinion within a text.  <i>Clarification 2:</i> Students will orally explain that facts are things that a person knows about something and that can be proven true or false. Students will orally explain that opinions are what a person thinks about something, often related to feelings or beliefs. Opinions cannot be proven true or false.  <i>Example:</i> “Dogs need food and water to survive” is a fact. It can be proven to be true. “Dogs are the best pets” is an opinion. It’s what someone may think, but it can’t be proven.
ELA.K.R.3.1:	Identify and explain descriptive words in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Students will explain examples of descriptive words in text and how they add meaning.  <i>Clarification 2:</i> Students will be introduced to the academic vocabulary word “adjective.” However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text.
ELA.K.R.3.2:	Retell a text orally to enhance comprehension:  a. Use main character(s), setting, and important events for a story. b. Use topic and details for an informational text.  <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
ELA.K.R.3.3:	Compare and contrast characters’ experiences in stories. <b>Clarifications:</b> <i>Clarification 1:</i> Students will orally compare and contrast the experiences that characters have had, comparing them to those experienced by other characters, in the same story or a different story. Those experiences can be expressed as events, feelings, or behaviors.
ELA.K.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.K.V.1.2:	Ask and answer questions about unfamiliar words in grade-level content.
ELA.K.V.1.3:	Identify and sort common words into basic categories, relating vocabulary to background knowledge. <b>Clarifications:</b> <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.  <i>Clarification 2:</i> See Context Clues and Word Relationships.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. <b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.

	Make inferences to support comprehension. <b>Clarifications:</b>
ELA.K12.EE.3.1:	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.
ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course supports English Language Learners' acquisition of English in order to learn and to read, write, and speak in English, including the use of appropriate forms of English for different purposes, the importance of culture in various communicative modes, and the importance of active oral language participation within the classroom setting.

This course defines what students should understand and be able to do by the end of kindergarten. The standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. Knowledge acquisition should be the primary purpose of any reading approach as systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

Build background knowledge in K-5 with a balance of approximately 50% informational texts and 50% literary texts.

Approximately one-third of the titles from the Kindergarten Sample Book List should be used in instruction.

## QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

## GENERAL INFORMATION

**Course Number:** 5010011

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades PreK to 5 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** General >

**Abbreviated Title:** ESOL GRADE K

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** K

## Educator Certifications

Elementary Education (Grades K-6) Plus English Speakers of Other Languages (ESOL) Endorsement

Elementary Education (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement

Prekindergarten/Primary Education (Age 3 through Grade 3) Plus English Speakers of Other Languages (ESOL) Endorsement

English Speakers of Other Languages (Elementary and Secondary Grades K-12)

Primary Education (K-3) Plus English Speakers of Other Languages (ESOL) Endorsement

English (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement

# English for Speakers of Other Languages Grade 1 (#5010012) 2021 -

And Beyond (current)

## Course Standards

Name	Description
ELA.1.C.1.1:	Print all upper- and lowercase letters. <b>Clarifications:</b> <i>Clarification 1:</i> Students should have adequate spacing between letters and/or words.
ELA.1.C.1.2:	Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.1.C.1.3:	Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.1.C.1.4:	Write expository texts about a topic, using a source, providing facts and a sense of closure. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.1.C.1.5:	With guidance and support from adults, improve writing, as needed, by planning, revising, and editing. <b>Clarifications:</b> <i>Clarification 1:</i> As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.
ELA.1.C.2.1:	Present information orally using complete sentences and appropriate volume. <b>Clarifications:</b> <i>Clarification 1:</i> For further guidance, see the Elementary Oral Communication Rubric.
ELA.1.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Capitalize proper nouns.</li> <li>• Form and use simple verb tenses for regular verbs by adding the affix -ed.</li> <li>• Form and use complete simple sentences.</li> <li>• Use possessives.</li> <li>• Use subject-verb agreement in simple sentences.</li> </ul> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Form plurals -y to -ies.</li> <li>• Conjugate regular and irregular verb tenses.</li> <li>• Form and use regular and frequently occurring irregular plural nouns.</li> <li>• Form and use the past tense of frequently occurring irregular verbs.</li> <li>• Use apostrophes to form contractions.</li> <li>• Appropriately use pronouns.</li> <li>• Use commas in a series.</li> <li>• Use plural possessives.</li> <li>• Use interjections.</li> </ul> Clarification 2: See Convention Progression by Grade Level for more information.
ELA.1.C.4.1:	Participate in research to gather information to answer a question about a single topic. <b>Clarifications:</b> <i>Clarification 1:</i> The question could ask for an explanation or could ask how to do something, where the appropriate response could be to give a sequence of steps or instructions.
ELA.1.C.5.1:	Use a multimedia element to enhance oral or written tasks. <b>Clarifications:</b> <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation. At this grade level, the element should relate to the task. As long as the student is able to explain how the picture relates, the multimedia element is suitable. The element may be shared at the beginning or added on to the end instead of shared during the course of the task. There is no expectation that the element be integrated into the task.
ELA.1.C.5.2:	Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.
ELA.1.F.1.1:	Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.
	Demonstrate phonological awareness.



ELA.1.F.1.2:	<p>a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.</p> <p>b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.</p> <p>c. Blend single-syllable spoken words with at least five phonemes.</p> <p>d. Segment single-syllable spoken words with at least five phonemes.</p> <p>e. Segment and blend phonemes in multi-syllable spoken words.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p>
ELA.1.F.1.3:	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p> <p>a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.</p> <p>b. Decode simple words with r-controlled vowels.</p> <p>c. Decode and encode regularly spelled one-syllable words.</p> <p>d. Decode words with inflectional endings.</p> <p>e. Decode two-syllable words with regular patterns by breaking the words into syllables.</p> <p>f. Decode words that use final –e and vowel teams to make long-vowel sound.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).  <i>Clarification 2:</i> Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p>
ELA.1.F.1.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p>a. Recognize and read with automaticity the grade-level sight words.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Dolch and Fry word lists.  <i>Clarification 2:</i> Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.  <i>Clarification 3:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed.  <i>Clarification 4:</i> “Appropriate prosody” refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.  <i>Clarification 5:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p>
ELA.1.R.1.1:	<p>Identify and describe the main story elements in a story.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.  <i>Clarification 2:</i> In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.  <i>Clarification 3:</i> For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.</p>
ELA.1.R.1.2:	<p>Identify and explain the moral of a story.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> This benchmark introduces the moral of a story as a precursor to theme in 2nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories have a lesson by referring to stories read that did not have a moral or a lesson.</p>
ELA.1.R.1.3:	<p>Explain who is telling the story using context clues.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will use the term “narrator” to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking.</p>
ELA.1.R.1.4:	<p>Identify stanzas and line breaks in poems.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> This benchmark can be paired with R.1.1, R.1.2, R.1.3 and R.3.2 for instruction with story poems.</p>
ELA.1.R.2.1:	<p>Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.</p>

ELA.1.R.2.2:	Identify the topic of and relevant details in a text.
ELA.1.R.2.3:	<p>Explain similarities and differences between information provided in visuals and words in an informational text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> When explaining similarities and differences, students will also explain how the visuals and words help the reader make sense of the topic.</p> <p><i>Clarification 2:</i> During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.</p>
ELA.1.R.2.4:	Identify an author's opinion(s) about the topic.
ELA.1.R.3.1:	<p>Identify and explain descriptive words and phrases in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Continue to expose students to the academic vocabulary word "adjective." Discussion should focus on how the descriptive words add meaning to the text.</p>
ELA.1.R.3.2:	<p>Retell a text in oral or written form to enhance comprehension.</p> <p>a. Use main story elements at the beginning, middle, and end for a literary text.</p> <p>b. Use topic and important details for an informational text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.1.R.3.3:	<p>Compare and contrast two texts on the same topic.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.</p>
ELA.1.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.1.V.1.2:	<p>Identify and use frequently occurring base words and their common inflections in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Base Words for frequently occurring base words.</p> <p><i>Clarification 2:</i> Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information.</p> <p><i>Example:</i> Regular verbs add the inflectional ending -ed to indicate the past tense.</p>
ELA.1.V.1.3:	<p>Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will</p>

use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

ELA.K12.EE.5.1:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

ELA.K12.EE.6.1:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELD.K12.ELL.LA.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course supports English Language Learners' acquisition of English in order to learn and to read, write, and speak in English, including the use of appropriate forms of English for different purposes, the importance of culture in various communicative modes, and the importance of active oral language participation within the classroom setting.

This course defines what students should understand and be able to do by the end of 1st grade. The standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. Knowledge acquisition should be the primary purpose of any reading approach as systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

Build background knowledge in K-5 with a balance of approximately 50% informational texts and 50% literary texts.

Approximately one-third of the titles from the 1st Grade Sample Book List should be used in instruction.

### QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**GENERAL INFORMATION**

**Course Number:** 5010012

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General > **Abbreviated Title:** ESOL GRADE 1 **Course Length:** Year (Y) **Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 1

**Educator Certifications**

Elementary Education (Grades K-6) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement
Prekindergarten/Primary Education (Age 3 through Grade 3) Plus English Speakers of Other Languages (ESOL) Endorsement
English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Primary Education (K-3) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement

# English for Speakers of Other Languages Grade 2 (#5010013) 2021 -

And Beyond (current)

## Course Standards

Name	Description
ELA.2.C.1.1:	Demonstrate legible printing skills.
ELA.2.C.1.2:	Write personal or fictional narratives using a logical sequence of events, transitions, and an ending. <b>Clarifications:</b> Clarification 1: See Writing Types.
ELA.2.C.1.3:	Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion. <b>Clarifications:</b> Clarification 1: See Writing Types.
ELA.2.C.1.4:	Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion. <b>Clarifications:</b> Clarification 1: See Writing Types.
ELA.2.C.1.5:	Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers. <b>Clarifications:</b> Clarification 1: "As needed" refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.
ELA.2.C.2.1:	Present information orally using complete sentences, appropriate volume, and clear pronunciation. <b>Clarifications:</b> Clarification 1: Clear pronunciation shows an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.  Clarification 2: For further guidance, see the Elementary Oral Communication Rubric.
ELA.2.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> Clarification 1: Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Form plurals -y to -ies.</li> <li>• Use apostrophes to form contractions.</li> <li>• Appropriately use pronouns.</li> <li>• Use commas in a series.</li> <li>• Use plural possessives.</li> <li>• Use interjections.</li> </ul> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Conjugate regular and irregular verb tenses.</li> <li>• Form and use regular and frequently occurring irregular plural nouns.</li> <li>• Form and use the past tense of frequently occurring irregular verbs.</li> <li>• Maintain consistent verb tense across paragraphs.</li> <li>• Form and use irregular plural nouns.</li> <li>• Form and use the progressive and perfect verb tenses.</li> <li>• Use simple modifiers.</li> <li>• Use prepositions and prepositional phrases.</li> <li>• Form and use compound sentences.</li> <li>• Use quotation marks with dialogue and direct quotations.</li> <li>• Use commas to indicate direct address.</li> <li>• Use subject-verb agreement with intervening clauses and phrases.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> </ul> Clarification 2: See Convention Progression by Grade Level for more information.
ELA.2.C.4.1:	Participate in research to gather information to answer a question about a single topic using multiple sources.
ELA.2.C.5.1:	Use one or more multimedia element(s) to enhance oral or written tasks. <b>Clarifications:</b> Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the element(s) should relate directly to the task. There is no expectation that the element(s) be integrated into the task. The student can but is not required to use more than one multimedia element.

<p>ELA.2.C.5.2:</p> <p>ELA.2.F.1.3:</p>	<p>Use digital tools to produce and publish writing individually or with peers and with support from adults.</p> <p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</p> <ol style="list-style-type: none"> <li>Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).</li> <li>Decode regularly spelled two-syllable words with long and short vowels.</li> <li>Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).</li> <li>Decode words with common prefixes and suffixes.</li> <li>Decode words with silent letter combinations (e.g., knight, comb, island, ghost).</li> </ol> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).</p> <p><i>Clarification 2:</i> Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p>
<p>ELA.2.F.1.4:</p>	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Dolch and Fry word lists.</p> <p><i>Clarification 2:</i> Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p> <p><i>Clarification 3:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCMP), a measure that combines accuracy with rate.</p> <p><i>Clarification 4:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p><i>Clarification 5:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p>
<p>ELA.2.R.1.1:</p>	<p>Identify plot structure and describe main story elements in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.</p> <p><i>Clarification 2:</i> For setting, students will describe where and when the events of the story are happening. The time element of setting will be addressed even when not explicitly indicated in the text.</p> <p><i>Clarification 3:</i> For character, student's will describe characters' traits, feelings, and behaviors.</p>
<p>ELA.2.R.1.2:</p>	<p>Identify and explain a theme of a literary text.</p>
<p>ELA.2.R.1.3:</p>	<p>Identify different characters' perspectives in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p>
<p>ELA.2.R.1.4:</p>	<p>Identify rhyme schemes in poems.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will mark rhyme scheme and recognize rhyme scheme notation. Rhyme scheme notation uses capital letters, starting with A to mark the end of each line, repeating the letter for each line in the poem that rhymes with that line and progressing through the alphabet for each new end rhyme. Lines designated with the same letter all rhyme with each other.</p> <p><i>Examples:</i></p> <p>I never saw a Purple Cow, A  I never hope to see one; B  But I can tell you, anyhow, A  I'd rather see than be one! B</p> <p style="text-align: right;">–Gelett Burgess</p> <p>Little Miss Muffet                    A  Sat on a tuffet,                        A  Eating her curds and whey;        B  Along came a spider                 C  Who sat down beside her            C</p>

	And frightened Miss Muffet away. B –Traditional Nursery Rhyme
ELA.2.R.2.1:	Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.
ELA.2.R.2.2:	Identify the central idea and relevant details in a text.
ELA.2.R.2.3:	Explain an author’s purpose in an informational text.
ELA.2.R.2.4:	Explain an author’s opinion(s) and supporting evidence.
ELA.2.R.3.1:	Identify and explain similes, idioms, and alliteration in text(s).
	Retell a text to enhance comprehension.
ELA.2.R.3.2:	a. Use main story elements in a logical sequence for a literary text. b. Use the central idea and relevant details for an informational text.  <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
ELA.2.R.3.3:	Compare and contrast important details presented by two texts on the same topic or theme. <b>Clarifications:</b> <i>Clarification 1:</i> For literary texts, students can compare and contrast story elements such as characters, illustrations, and sequence of events.  <i>Clarification 2:</i> The different versions may be of the same or different formats.
ELA.2.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.2.V.1.2:	Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> See Base Words.
ELA.2.V.1.3:	Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words. <b>Clarifications:</b> <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.  <i>Clarification 2:</i> See Context Clues and Word Relationships.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. <b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course supports English Language Learners' acquisition of English in order to learn and to read, write, and speak in English, including the use of appropriate forms of English for different purposes, the importance of culture in various communicative modes, and the importance of active oral language participation within the classroom setting.

This course defines what students should understand and be able to do by the end of 2nd grade. The standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. Knowledge acquisition should be the primary purpose of any reading approach as systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

Build background knowledge in K-5 with a balance of approximately 50% informational texts and 50% literary texts.

Approximately one-third of the titles from the 2nd Grade Sample Book List should be used in instruction.

### QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**



## GENERAL INFORMATION

**Course Number:** 5010013

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General > **Abbreviated Title:** ESOL GRADE 2  
**Course Length:** Year (Y)  
**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 2

### Educator Certifications

Elementary Education (Grades K-6) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement
Prekindergarten/Primary Education (Age 3 through Grade 3) Plus English Speakers of Other Languages (ESOL) Endorsement
English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Primary Education (K-3) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement

# English for Speakers of Other Languages Grade 3 (#5010014) 2022 -

And Beyond (current)

## Course Standards

Name	Description
ELA.3.C.1.1:	Write in cursive all upper- and lowercase letters.
ELA.3.C.1.2:	Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.3.C.1.3:	Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.3.C.1.4:	Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.
ELA.3.C.1.5:	Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers. <b>Clarifications:</b> <i>Clarification 1:</i> As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.
ELA.3.C.2.1:	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation. <b>Clarifications:</b> <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, and expressive delivery. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This grade level introduces an expectation that the information be presented in a logical sequence. A student may self-correct an error in sequence.  <i>Clarification 2:</i> For further guidance, see the <i>Elementary Oral Communication Rubric</i> .
ELA.3.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Conjugate regular and irregular verb tenses.</li> <li>• Form and use regular and frequently occurring irregular plural nouns.</li> <li>• Form and use the past tense of frequently occurring irregular verbs. • Maintain consistent verb tense across paragraphs.</li> <li>• Form and use irregular plural nouns.</li> <li>• Form and use the progressive and perfect verb tenses.</li> <li>• Use simple modifiers.</li> <li>• Use prepositions and prepositional phrases.</li> <li>• Form and use compound sentences.</li> <li>• Use quotation marks with dialogue and direct quotations. • Use commas to indicate direct address.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use subject-verb agreement with intervening clauses and phrases.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>• Use conjunctions.</li> <li>• Use principal modals to indicate the mood of a verb.</li> <li>• Use appositives, main clauses, and subordinate clauses.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.
ELA.3.C.4.1:	Conduct research to answer a question, organizing information about the topic from multiple sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

Use two or more multimedia elements to enhance oral or written tasks.

**Clarifications:**

ELA.3.C.5.1:

*Clarification 1:* Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the elements should relate directly to the presentation. The elements can reinforce or complement the information being shared. There is no expectation that the elements be fully integrated into the presentation.

ELA.3.C.5.2:

Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

Use knowledge of grade-level phonics and word-analysis skills to decode words.

- a. Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2)
- b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est).
- c. Decode multisyllabic words.

ELA.3.F.1.3:

**Clarifications:**

*Clarification 1:* See Common Greek and Latin Roots 3-5 and Affixes.

*Clarification 2:* See Affixes and the Parts of Speech They Form.

Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

**Clarifications:**

*Clarification 1:* See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.

*Clarification 2:* Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

*Clarification 3:* Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

ELA.3.F.1.4:

Explain how one or more characters develop throughout the plot in a literary text.

**Clarifications:**

*Clarification 1:* When explaining character development, students will include character traits, feelings, motivations, and responses to situations.

ELA.3.R.1.1:

Explain a theme and how it develops, using details, in a literary text.

ELA.3.R.1.2:

Explain different characters' perspectives in a literary text.

ELA.3.R.1.3:

**Clarifications:**

*Clarification 1:* The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

Identify types of poems: free verse, rhymed verse, haiku, and limerick.

ELA.3.R.1.4:

**Clarifications:**

*Clarification 1:* For examples of these forms, see Appendix B.

ELA.3.R.2.1:

Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.

ELA.3.R.2.2:

Identify the central idea and explain how relevant details support that idea in a text.

ELA.3.R.2.3:

Explain the development of an author's purpose in an informational text.

ELA.3.R.2.4:

Identify an author's claim and explain how an author uses evidence to support the claim.

Identify and explain metaphors, personification, and hyperbole in text(s).

**Clarifications:**

*Clarification 1:* In addition to the types of figurative language listed in this benchmark, students are still working with types from previous grades such as simile, alliteration, and idiom. Other examples can be used in instruction.

ELA.3.R.3.1:

*Clarification 2:* See Elementary Figurative Language.

Summarize a text to enhance comprehension.

- a. Include plot and theme for a literary text.
- b. Use the central idea and relevant details for an informational text.

ELA.3.R.3.2:

**Clarifications:**

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

ELA.3.R.3.3:

Compare and contrast how two authors present information on the same topic or theme.

Use grade-level academic vocabulary appropriately in speaking and writing.

**Clarifications:**

*Clarification 1:* Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

ELA.3.V.1.1:

Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.

ELA.3.V.1.2:

**Clarifications:**

*Clarification 1:* See Common Greek and Latin Roots 3-5 and Affixes.

Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine

ELA.3.V.1.3:	<p>the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.3.R.3.1 and Elementary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course supports English Language Learners' acquisition of English in order to learn and to read, write, and speak in English, including the use of appropriate forms of English for different purposes, the importance of culture in various communicative modes, and the importance of active oral language participation within the classroom setting.

This course defines what students should understand and be able to do by the end of 3rd grade. The standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. Knowledge acquisition should be the primary purpose of any reading approach as systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

Build background knowledge in K-5 with a balance of approximately 50% informational texts and 50% literary texts.

Approximately one-third of the titles from the 3rd Grade Sample Book List should be used in instruction.

## QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

## GENERAL INFORMATION

**Course Number:** 5010014

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades PreK to 5 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** General >

**Abbreviated Title:** ESOL GRADE 3

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 3

## Educator Certifications

Elementary Education (Grades K-6) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement
Prekindergarten/Primary Education (Age 3 through Grade 3) Plus English Speakers of Other Languages (ESOL) Endorsement
English Speakers of Other Languages (Elementary and Secondary Grades K-12)
Primary Education (K-3) Plus English Speakers of Other Languages (ESOL) Endorsement
English (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement

# English for Speakers of Other Languages Grade 4 (#5010015) 2022 -

And Beyond (current)

## Course Standards

Name	Description
ELA.4.C.1.1:	Demonstrate legible cursive writing skills. <b>Clarifications:</b> <i>Clarification 1:</i> Students will produce cursive writing that can be consistently read by others.
ELA.4.C.1.2:	Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases. <b>Clarifications:</b> <i>Clarification 1:</i> Students were introduced to dialogue in 3rd grade. Although it is not mentioned specifically in this benchmark, students should continue to practice the technique and receive instruction in it. Dialogue is included for mastery in the 5th grade benchmark.  <i>Clarification 2:</i> See Writing Types.
ELA.4.C.1.3:	Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.
ELA.4.C.1.4:	Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.
ELA.4.C.1.5:	Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.
ELA.4.C.2.1:	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation. <b>Clarifications:</b> <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.  <i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric.
ELA.4.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Use subject-verb agreement with intervening clauses and phrases.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>• Use conjunctions.</li> </ul> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Use principal modals to indicate the mood of a verb.</li> <li>• Use appositives, main clauses, and subordinate clauses.</li> <li>• Recognize and correct inappropriate shifts in tense and number.</li> <li>• Use conjunctions correctly to join words and phrases in a sentence.</li> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.
ELA.4.C.4.1:	Conduct research to answer a question, organizing information about the topic, using multiple valid sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.4.C.5.1:	Arrange multimedia elements to create emphasis in oral or written tasks. <b>Clarifications:</b> <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize a

point made within the task, perhaps by showing examples or data to emphasize a point. The elements should be smoothly integrated.

ELA.4.C.5.2: Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

Use knowledge of grade-level phonics and word-analysis skills to decode words.

- a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.

ELA.4.F.1.3: **Clarifications:**  
*Clarification 1:* At this level of reading, a student who is decoding at the phoneme level (i.e., “e-n-t-er-t-ai-n”) may decode a given text but will struggle with fluency and comprehension.  
As such, phonics instruction should move toward decoding at the syllabication and morpheme level. For example, when a 4th-grader encounters the word “entertain” in text, we want him or her to segment by syllable (i.e., “en-ter-tain”) or by morphological structure (i.e., “enter-tain”).

Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

**Clarifications:**

*Clarification 1:* See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.

ELA.4.F.1.4: *Clarification 2:* Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

*Clarification 3:* Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

ELA.4.R.1.1: Explain how setting, events, conflict, and character development contribute to the plot in a literary text.

Explain a stated or implied theme and how it develops, using details, in a literary text.

ELA.4.R.1.2: **Clarifications:**  
*Clarification 1:* An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.

ELA.4.R.1.3: Identify the narrator’s point of view and explain the difference between a narrator’s point of view and character perspective in a literary text.  
**Clarifications:**  
*Clarification 1:* The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

ELA.4.R.1.4: Explain how rhyme and structure create meaning in a poem.

ELA.4.R.2.1: Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.

ELA.4.R.2.2: Explain how relevant details support the central idea, implied or explicit.

Explain an author’s perspective toward a topic in an informational text.

ELA.4.R.2.3: **Clarifications:**  
*Clarification 1:* The term perspective means “a particular attitude toward or way of regarding something.”

ELA.4.R.2.4: Explain an author’s claim and the reasons and evidence used to support the claim.

Explain how figurative language contributes to meaning in text(s).

**Clarifications:**

*Clarification 1:* Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idiom. Other examples can be used in instruction.

ELA.4.R.3.1: *Clarification 2:* See Elementary Figurative Language.

Summarize a text to enhance comprehension.

- a. Include plot and theme for a literary text.
- b. Include the central idea and relevant details for an informational text.

ELA.4.R.3.2: **Clarifications:**  
*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

ELA.4.R.3.3: Compare and contrast accounts of the same event using primary and/or secondary sources.

**Clarifications:**  
*Clarification 1:* Introduce the terms “primary sources” and “secondary sources.”

Use grade-level academic vocabulary appropriately in speaking and writing.

**Clarifications:**

*Clarification 1:* Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

ELA.4.V.1.2: Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.

**Clarifications:**

*Clarification 1:* See Common Greek and Latin Roots 3-5 and Affixes.

Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine

ELA.4.V.1.3:	<p>the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.4.R.3.1 and Elementary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course supports English Language Learners' acquisition of English in order to learn and to read, write, and speak in English, including the use of appropriate forms of English for different purposes, the importance of culture in various communicative modes, and the importance of active oral language participation within the classroom setting.

This course defines what students should understand and be able to do by the end of 4th grade. The standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. Knowledge acquisition should be the primary purpose of any reading approach as systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy.



The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

Build background knowledge in K-5 with a balance of approximately 50% informational texts and 50% literary texts.

Approximately one-third of the titles from the 4th Grade Sample Book List should be used in instruction.

## QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

## GENERAL INFORMATION

**Course Number:** 5010015

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades PreK to 5 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** General >

**Abbreviated Title:** ESOL GRADE 4

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 4

## Educator Certifications

Elementary Education (Grades K-6) Plus English Speakers of Other Languages (ESOL) Endorsement

Elementary Education (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement

English Speakers of Other Languages (Elementary and Secondary Grades K-12)

English (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement

# English for Speakers of Other Languages Grade 5 (#5010016) 2022 -

And Beyond (current)

## Course Standards

Name	Description
ELA.5.C.1.1:	<p>Demonstrate fluent and legible cursive writing skills.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will use cursive writing to produce legible works within the same timeframe as they would use for writing in print.</p>
ELA.5.C.1.2:	<p>Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p>
ELA.5.C.1.3:	<p>Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.5.C.1.4:	<p>Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.5.C.1.5:	<p>Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.</p>
ELA.5.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This is the initial grade level that introduces appropriate pacing. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.</p> <p><i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric.</p>
ELA.5.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use principal modals to indicate the mood of a verb.</li> <li>• Use appositives, main clauses, and subordinate clauses.</li> <li>• Recognize and correct inappropriate shifts in tense and number.</li> <li>• Use conjunctions correctly to join words and phrases in a sentence.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use comparative and superlative forms of adjectives.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> <li>• Vary sentence structure.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
ELA.5.C.4.1:	<p>Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
	<p>Arrange multimedia elements to create emphasis in oral or written tasks.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital</p>

ELA.5.C.5.1:	representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize or clarify a point made within the task, perhaps by showing examples to clarify a claim or data to emphasize a point. The elements should be smoothly integrated.
ELA.5.C.5.2:	Use digital writing tools individually or collaboratively to plan, draft, and revise writing. Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.
ELA.5.F.1.3:	a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.
	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. <b>Clarifications:</b> <i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.
ELA.5.F.1.4:	<i>Clarification 2:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. <i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.
ELA.5.R.1.1:	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.
	Explain the development of stated or implied theme(s) throughout a literary text. <b>Clarifications:</b>
ELA.5.R.1.2:	<i>Clarification 1:</i> Where the development of multiple themes is being explained, the themes may come from the same or multiple literary texts.
	Describe how an author develops a character's perspective in a literary text. <b>Clarifications:</b>
ELA.5.R.1.3:	<i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."
	Explain how figurative language and other poetic elements work together in a poem. <b>Clarifications:</b>
ELA.5.R.1.4:	<i>Clarification 1:</i> Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom. Other examples can be used in instruction. <i>Clarification 2:</i> Poetic elements to be used for the purposes of this benchmark are form, rhyme, meter, line breaks, and imagery.
	Explain how text structures and/or features contribute to the overall meaning of texts. <b>Clarifications:</b>
ELA.5.R.2.1:	<i>Clarification 1:</i> For more information, see Text Structures and Text Features.
ELA.5.R.2.2:	Explain how relevant details support the central idea(s), implied or explicit.
	Analyze an author's purpose and/or perspective in an informational text. <b>Clarifications:</b>
ELA.5.R.2.3:	<i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."
	Track the development of an argument, identifying the specific claim(s), evidence, and reasoning. <b>Clarifications:</b>
ELA.5.R.2.4:	<i>Clarification 1:</i> A claim is a statement that asserts something is true. A claim can either be fact or opinion. Claims can be used alone or with other claims to form a larger argument.
ELA.5.R.3.1:	Analyze how figurative language contributes to meaning in text(s).
	Summarize a text to enhance comprehension.
ELA.5.R.3.2:	a. Include plot and theme for a literary text. b. Include the central idea and relevant details for an informational text. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
ELA.5.R.3.3:	Compare and contrast primary and secondary sources related to the same topic.
	Use grade-level academic vocabulary appropriately in speaking and writing. <b>Clarifications:</b>
ELA.5.V.1.1:	<i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
	Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> See Common Greek and Latin Roots 3-5.
ELA.5.V.1.2:	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. <b>Clarifications:</b>
ELA.5.V.1.3:	<i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

	<p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.5.R.3.1 and Elementary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course supports English Language Learners' acquisition of English in order to learn and to read, write, and speak in English, including the use of appropriate forms of English for different purposes, the importance of culture in various communicative modes, and the importance of active oral language participation within the classroom setting.

This course defines what students should understand and be able to do by the end of 5th grade. The standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. Knowledge acquisition should be the primary purpose of any reading approach as systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

Build background knowledge in K-5 with a balance of approximately 50% informational texts and 50% literary texts.

Approximately one-third of the titles from the 5th Grade Sample Book List should be used in instruction.

## QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any World Language certification plus English Speakers of Other Languages (ESOL) Endorsement.**

## GENERAL INFORMATION

**Course Number:** 5010016

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General > **Abbreviated Title:** ESOL GRADE 5 **Course Length:** Year (Y) **Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 5

## Educator Certifications

Elementary Education (Grades K-6) Plus English Speakers of Other Languages (ESOL) Endorsement
Elementary Education (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement
English Speakers of Other Languages (Elementary and Secondary Grades K-12)
English (Elementary Grades 1-6) Plus English Speakers of Other Languages (ESOL) Endorsement

# Basic Skills in Reading-K-2 (#5010020) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.1.F.1.1:	Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books. <b>Standard Relation to Course: Major</b>
ELA.1.F.1.2:	<p>Demonstrate phonological awareness.</p> <ol style="list-style-type: none"> <li>Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.</li> <li>Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.</li> <li>Blend single-syllable spoken words with at least five phonemes.</li> <li>Segment single-syllable spoken words with at least five phonemes.</li> <li>Segment and blend phonemes in multi-syllable spoken words.</li> </ol> <p><b>Clarifications:</b> <i>Clarification 1:</i> Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge. <b>Standard Relation to Course: Major</b></p>
ELA.1.F.1.3:	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p> <ol style="list-style-type: none"> <li>Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.</li> <li>Decode simple words with r-controlled vowels.</li> <li>Decode and encode regularly spelled one-syllable words.</li> <li>Decode words with inflectional endings.</li> <li>Decode two-syllable words with regular patterns by breaking the words into syllables.</li> <li>Decode words that use final –e and vowel teams to make long-vowel sound.</li> </ol> <p><b>Clarifications:</b> <i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). <i>Clarification 2:</i> Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. <b>Standard Relation to Course: Major</b></p>
ELA.1.F.1.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <ol style="list-style-type: none"> <li>Recognize and read with automaticity the grade-level sight words.</li> </ol> <p><b>Clarifications:</b> <i>Clarification 1:</i> See Dolch and Fry word lists. <i>Clarification 2:</i> Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. <i>Clarification 3:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed. <i>Clarification 4:</i> “Appropriate prosody” refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. <i>Clarification 5:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. <b>Standard Relation to Course: Major</b></p>
ELA.1.R.1.1:	<p>Identify and describe the main story elements in a story.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. <i>Clarification 2:</i> In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.</p>

*Clarification 3:* For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.

ELA.1.R.1.2:	Identify and explain the moral of a story. <b>Clarifications:</b> <i>Clarification 1:</i> This benchmark introduces the moral of a story as a precursor to theme in 2nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories have a lesson by referring to stories read that did not have a moral or a lesson.
ELA.1.R.1.3:	Explain who is telling the story using context clues. <b>Clarifications:</b> <i>Clarification 1:</i> Students will use the term “narrator” to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking.
ELA.1.R.1.4:	Identify stanzas and line breaks in poems. <b>Clarifications:</b> <i>Clarification 1:</i> This benchmark can be paired with R.1.1, R.1.2, R.1.3 and R.3.2 for instruction with story poems.
ELA.1.R.2.1:	Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.
ELA.1.R.2.2:	Identify the topic of and relevant details in a text.
ELA.1.R.2.3:	Explain similarities and differences between information provided in visuals and words in an informational text. <b>Clarifications:</b> <i>Clarification 1:</i> When explaining similarities and differences, students will also explain how the visuals and words help the reader make sense of the topic.  <i>Clarification 2:</i> During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.
ELA.1.R.2.4:	Identify an author’s opinion(s) about the topic.
ELA.1.R.3.1:	Identify and explain descriptive words and phrases in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Continue to expose students to the academic vocabulary word “adjective.” Discussion should focus on how the descriptive words add meaning to the text.
ELA.1.R.3.2:	Retell a text in oral or written form to enhance comprehension.  a. Use main story elements at the beginning, middle, and end for a literary text. b. Use topic and important details for an informational text.  <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
ELA.1.R.3.3:	Compare and contrast two texts on the same topic. <b>Clarifications:</b> <i>Clarification 1:</i> Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.
ELA.1.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. <b>Standard Relation to Course: Major</b>
ELA.1.V.1.2:	Identify and use frequently occurring base words and their common inflections in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> See Base Words for frequently occurring base words.  <i>Clarification 2:</i> Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information.  <i>Example:</i> Regular verbs add the inflectional ending -ed to indicate the past tense.  <b>Standard Relation to Course: Major</b>
ELA.1.V.1.3:	Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words. <b>Clarifications:</b> <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.  <i>Clarification 2:</i> See Context Clues and Word Relationships.
	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.  a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).

- b. Decode regularly spelled two-syllable words with long and short vowels.
- c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).
- d. Decode words with common prefixes and suffixes.
- e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).

ELA.2.F.1.3:

**Clarifications:**

*Clarification 1:* Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

*Clarification 2:* Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

ELA.2.F.1.4:

Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

**Clarifications:**

*Clarification 1:* See Dolch and Fry word lists.

*Clarification 2:* Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

*Clarification 3:* See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.

*Clarification 4:* Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

*Clarification 5:* Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

ELA.2.R.1.1:

Identify plot structure and describe main story elements in a literary text.

**Clarifications:**

*Clarification 1:* Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.

*Clarification 2:* For setting, students will describe where and when the events of the story are happening. The time element of setting will be addressed even when not explicitly indicated in the text.

*Clarification 3:* For character, student's will describe characters' traits, feelings, and behaviors.

ELA.2.R.1.2:

Identify and explain a theme of a literary text.

ELA.2.R.1.3:

Identify different characters' perspectives in a literary text.

**Clarifications:**

*Clarification 1:* The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

ELA.2.R.1.4:

Identify rhyme schemes in poems.

**Clarifications:**

*Clarification 1:* Students will mark rhyme scheme and recognize rhyme scheme notation. Rhyme scheme notation uses capital letters, starting with A to mark the end of each line, repeating the letter for each line in the poem that rhymes with that line and progressing through the alphabet for each new end rhyme. Lines designated with the same letter all rhyme with each other.

*Examples:*

I never saw a Purple Cow, A  
 I never hope to see one; B  
 But I can tell you, anyhow, A  
 I'd rather see than be one! B

—Gelett Burgess

Little Miss Muffet A  
 Sat on a tuffet, A  
 Eating her curds and whey; B  
 Along came a spider C  
 Who sat down beside her C  
 And frightened Miss Muffet away. B

—Traditional Nursery Rhyme



ELA.2.R.2.1:	Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.
ELA.2.R.2.2:	Identify the central idea and relevant details in a text.
ELA.2.R.2.3:	Explain an author’s purpose in an informational text.
ELA.2.R.2.4:	Explain an author’s opinion(s) and supporting evidence.
ELA.2.R.3.1:	Identify and explain similes, idioms, and alliteration in text(s).
ELA.2.R.3.2:	Retell a text to enhance comprehension. <ul style="list-style-type: none"> <li>a. Use main story elements in a logical sequence for a literary text.</li> <li>b. Use the central idea and relevant details for an informational text.</li> </ul> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.2.R.3.3:	Compare and contrast important details presented by two texts on the same topic or theme. <p><b>Clarifications:</b>  <i>Clarification 1:</i> For literary texts, students can compare and contrast story elements such as characters, illustrations, and sequence of events.</p> <p><i>Clarification 2:</i> The different versions may be of the same or different formats.</p>
ELA.2.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. <p><b>Clarifications:</b>  <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.2.V.1.2:	Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content. <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Base Words.</p>
ELA.2.V.1.3:	Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words. <p><b>Clarifications:</b>  <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p>
ELA.K.F.1.1:	Demonstrate knowledge of the basic concepts of print. <ul style="list-style-type: none"> <li>a. Locate a printed word on a page.</li> <li>b. Distinguish letters from words within sentences.</li> <li>c. Match print to speech to demonstrate that language is represented by print.</li> <li>d. Identify parts of a book (front cover, back cover, title page).</li> <li>e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.</li> <li>f. Identify all upper- and lowercase letters of the alphabet.</li> <li>g. Recognize that print conveys specific meaning and pictures may support meaning.</li> </ul> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult.  <b>Standard Relation to Course:</b> Major</p>
ELA.K.F.1.2:	Demonstrate phonological awareness. <ul style="list-style-type: none"> <li>a. Blend and segment syllables in spoken words.</li> <li>b. Identify and produce alliterative and rhyming words.</li> <li>c. Blend and segment onset and rimes of single-syllable words.</li> <li>d. Identify the initial, medial, and final sound of spoken words.</li> <li>e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.</li> <li>f. Segment and blend phonemes in single-syllable spoken words.</li> </ul> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge.  <b>Standard Relation to Course:</b> Major</p>
	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. <ul style="list-style-type: none"> <li>a. Demonstrate knowledge of the most frequent sound for each consonant.</li> <li>b. Demonstrate knowledge of the short and long sounds for the five major vowels.</li> <li>c. Decode consonant-vowel-consonant (CVC) words.</li> <li>d. Encode consonant-vowel-consonant (CVC) words.</li> </ul>

ELA.K.F.1.3:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).</p> <p><i>Clarification 2:</i> Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K.F.1.4:	<p>Recognize and read with automaticity grade-level high frequency words.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Dolch and Fry word lists.</p> <p><i>Clarification 2:</i> Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K.R.1.1:	<p>Describe the main character(s), setting, and important events in a story.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on.  <i>Clarification 2:</i> For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.  <i>Clarification 3:</i> Descriptions can be oral, either in response to a question or through discussion.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K.R.1.3:	<p>Explain the roles of author and illustrator of a story.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss’ <i>Hop on Pop</i> where Dr. Seuss performs both roles.  <i>Clarification 2:</i> Students should also explain that both authors and illustrators contribute to the meaning of the text.</p>
ELA.K.R.1.4:	<p>Identify rhyme in a poem.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> This benchmark builds on the skills from the phonological awareness benchmark ELA.K.F.1.2(b): Identify and produce alliterative and rhyming words. The expectation is that students identify rhyming words in a poem that is read aloud.  <i>Clarification 2:</i> Students will also note where the rhyme is coming, e.g., at the end of a line.</p>
ELA.K.R.2.1:	<p>Use titles, headings, and illustrations to predict and confirm the topic of texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The step of confirming the prediction is essential to mastery of this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K.R.2.2:	<p>Identify the topic of and multiple details in a text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book <i>Why Should I Recycle?</i> is recycling.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K.R.2.4:	<p>Explain the difference between opinions and facts about a topic.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will explain which statements are fact and which are opinion within a text.  <i>Clarification 2:</i> Students will orally explain that facts are things that a person knows about something and that can be proven true or false. Students will orally explain that opinions are what a person thinks about something, often related to feelings or beliefs. Opinions cannot be proven true or false.</p> <p><i>Example:</i> “Dogs need food and water to survive” is a fact. It can be proven to be true. “Dogs are the best pets” is an opinion. It’s what someone may think, but it can’t be proven.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K.R.3.1:	<p>Identify and explain descriptive words in text(s).</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will explain examples of descriptive words in text and how they add meaning.  <i>Clarification 2:</i> Students will be introduced to the academic vocabulary word “adjective.” However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Retell a text orally to enhance comprehension:</p> <p>a. Use main character(s), setting, and important events for a story.</p>

ELA.K.R.3.2:	<p>b. Use topic and details for an informational text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.  <b>Standard Relation to Course:</b> Major</p>
ELA.K.R.3.3:	<p>Compare and contrast characters' experiences in stories.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will orally compare and contrast the experiences that characters have had, comparing them to those experienced by other characters, in the same story or a different story. Those experiences can be expressed as events, feelings, or behaviors.</p>
ELA.K.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.  <b>Standard Relation to Course:</b> Major</p>
ELA.K.V.1.2:	<p>Ask and answer questions about unfamiliar words in grade-level content.  <b>Standard Relation to Course:</b> Major</p>
ELA.K.V.1.3:	<p>Identify and sort common words into basic categories, relating vocabulary to background knowledge.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.  <i>Clarification 2:</i> See Context Clues and Word Relationships.  <b>Standard Relation to Course:</b> Major</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.  <b>Standard Relation to Course:</b> Supporting</p>
	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p>

ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. Standard Relation to Course: Supporting
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting

## General Course Information and Notes

### VERSION DESCRIPTION

This course supports students who are struggling to read and write or speak about what they have read in core instruction. Instruction will use explicit, systematic, and sequential approaches to reading instruction addressing all components of reading including phonological awareness, phonics, vocabulary, fluency, and reading comprehension.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective instruction matches instruction to the need of the students in the group and provides multiple opportunities to practice the skill and receive feedback. The additional time allotted is **in addition** to core instruction. The intervention includes materials and strategies designed to supplement core instruction.

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.**

**THE READING ENDORSEMENT IS A REQUIREMENT FOR TEACHERS PROVIDING TIER 3 INSTRUCTION.**

### GENERAL INFORMATION

<b>Course Number:</b> 5010020	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades PreK to 5 Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> General > <b>Abbreviated Title:</b> BAS SKLS READ K-2 <b>Course Length:</b> Year (Y)
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 2
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> K,1,2	

### Educator Certifications

Reading (Elementary and Secondary Grades K-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

English (Elementary Grades 1-6)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Primary Education (K-3)

# Functional Reading Skills K-2 (#5010022) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.1.F.1.1:	Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books. <b>Standard Relation to Course: Major</b>
ELA.1.F.1.2:	<p>Demonstrate phonological awareness.</p> <ol style="list-style-type: none"> <li>Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.</li> <li>Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.</li> <li>Blend single-syllable spoken words with at least five phonemes.</li> <li>Segment single-syllable spoken words with at least five phonemes.</li> <li>Segment and blend phonemes in multi-syllable spoken words.</li> </ol> <p><b>Clarifications:</b> <i>Clarification 1:</i> Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge. <b>Standard Relation to Course: Major</b></p>
ELA.1.F.1.3:	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p> <ol style="list-style-type: none"> <li>Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.</li> <li>Decode simple words with r-controlled vowels.</li> <li>Decode and encode regularly spelled one-syllable words.</li> <li>Decode words with inflectional endings.</li> <li>Decode two-syllable words with regular patterns by breaking the words into syllables.</li> <li>Decode words that use final –e and vowel teams to make long-vowel sound.</li> </ol> <p><b>Clarifications:</b> <i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). <i>Clarification 2:</i> Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. <b>Standard Relation to Course: Major</b></p>
ELA.1.F.1.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <ol style="list-style-type: none"> <li>Recognize and read with automaticity the grade-level sight words.</li> </ol> <p><b>Clarifications:</b> <i>Clarification 1:</i> See Dolch and Fry word lists. <i>Clarification 2:</i> Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. <i>Clarification 3:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed. <i>Clarification 4:</i> “Appropriate prosody” refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. <i>Clarification 5:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. <b>Standard Relation to Course: Major</b></p>
ELA.1.R.1.1:	<p>Identify and describe the main story elements in a story.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. <i>Clarification 2:</i> In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.</p>

*Clarification 3:* For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.

**Standard Relation to Course: Supporting**

ELA.1.R.2.2:

Identify the topic of and relevant details in a text.

**Standard Relation to Course: Supporting**

Retell a text in oral or written form to enhance comprehension.

ELA.1.R.3.2:

- a. Use main story elements at the beginning, middle, and end for a literary text.
- b. Use topic and important details for an informational text.

**Clarifications:**

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

**Standard Relation to Course: Major**

ELA.1.V.1.1:

Use grade-level academic vocabulary appropriately in speaking and writing.

**Clarifications:**

*Clarification 1:* Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course: Major**

ELA.1.V.1.2:

Identify and use frequently occurring base words and their common inflections in grade-level content.

**Clarifications:**

*Clarification 1:* See Base Words for frequently occurring base words.

*Clarification 2:* Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information.

*Example:* Regular verbs add the inflectional ending -ed to indicate the past tense.

**Standard Relation to Course: Major**

ELA.1.V.1.3:

Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.

**Clarifications:**

*Clarification 1:* Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

*Clarification 2:* See Context Clues and Word Relationships.

**Standard Relation to Course: Major**

ELA.2.F.1.3:

Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

- a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).
- b. Decode regularly spelled two-syllable words with long and short vowels.
- c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).
- d. Decode words with common prefixes and suffixes.
- e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).

**Clarifications:**

*Clarification 1:* Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

*Clarification 2:* Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

**Standard Relation to Course: Major**

ELA.2.F.1.4:

Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

**Clarifications:**

*Clarification 1:* See Dolch and Fry word lists.

*Clarification 2:* Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

*Clarification 3:* See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.

*Clarification 4:* Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

*Clarification 5:* Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

**Standard Relation to Course:** Major

Use grade-level academic vocabulary appropriately in speaking and writing.

**Clarifications:**

ELA.2.V.1.1:

*Clarification 1:* Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course:** Major

Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.

**Clarifications:**

ELA.2.V.1.2:

*Clarification 1:* See Base Words.

**Standard Relation to Course:** Major

Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.

**Clarifications:**

ELA.2.V.1.3:

*Clarification 1:* Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

*Clarification 2:* See Context Clues and Word Relationships.

**Standard Relation to Course:** Major

Demonstrate knowledge of the basic concepts of print.

- a. Locate a printed word on a page.
- b. Distinguish letters from words within sentences.
- c. Match print to speech to demonstrate that language is represented by print.
- d. Identify parts of a book (front cover, back cover, title page).
- e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.
- f. Identify all upper- and lowercase letters of the alphabet.
- g. Recognize that print conveys specific meaning and pictures may support meaning.

ELA.K.F.1.1:

**Clarifications:**

*Clarification 1:* Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult.

**Standard Relation to Course:** Major

Demonstrate phonological awareness.

- a. Blend and segment syllables in spoken words.
- b. Identify and produce alliterative and rhyming words.
- c. Blend and segment onset and rimes of single-syllable words.
- d. Identify the initial, medial, and final sound of spoken words.
- e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.
- f. Segment and blend phonemes in single-syllable spoken words.

ELA.K.F.1.2:

**Clarifications:**

*Clarification 1:* Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge.

**Standard Relation to Course:** Major

Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

- a. Demonstrate knowledge of the most frequent sound for each consonant.
- b. Demonstrate knowledge of the short and long sounds for the five major vowels.
- c. Decode consonant-vowel-consonant (CVC) words.
- d. Encode consonant-vowel-consonant (CVC) words.

ELA.K.F.1.3:

**Clarifications:**

*Clarification 1:* Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

*Clarification 2:* Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

**Standard Relation to Course:** Major

Recognize and read with automaticity grade-level high frequency words.

**Clarifications:**

*Clarification 1:* See Dolch and Fry word lists.

ELA.K.F.1.4:

*Clarification 2:* Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules.



See K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

**Standard Relation to Course: Major**

Describe the main character(s), setting, and important events in a story.

**Clarifications:**

*Clarification 1:* In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on.

*Clarification 2:* For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.

*Clarification 3:* Descriptions can be oral, either in response to a question or through discussion.

**Standard Relation to Course: Supporting**

ELA.K.R.1.1:

Retell a text orally to enhance comprehension:

a. Use main character(s), setting, and important events for a story.

b. Use topic and details for an informational text.

ELA.K.R.3.2:

**Clarifications:**

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

**Standard Relation to Course: Supporting**

Use grade-level academic vocabulary appropriately in speaking and writing.

**Clarifications:**

*Clarification 1:* Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course: Major**

ELA.K.V.1.1:

Ask and answer questions about unfamiliar words in grade-level content.

**Standard Relation to Course: Major**

ELA.K.V.1.2:

Identify and sort common words into basic categories, relating vocabulary to background knowledge.

**Clarifications:**

*Clarification 1:* Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

*Clarification 2:* See Context Clues and Word Relationships.

**Standard Relation to Course: Major**

ELA.K.V.1.3:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course: Supporting**

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Standard Relation to Course: Supporting**

ELA.K12.EE.4.1:

	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Supporting</b>
	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for students with a substantial deficiency in reading for whom interventions have not been effective. Instruction will use explicit, systematic, and sequential approaches to reading instruction addressing all components of reading including phonological awareness, phonics, vocabulary, fluency, and reading comprehension.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in Basic Skills in Reading K-2 and core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring with more extensive opportunities for guided practice, error correction, and feedback. The expected outcome is for the student to achieve grade-level proficiency.

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.**

**THE READING ENDORSEMENT IS A REQUIREMENT FOR TEACHERS PROVIDING TIER 3 INSTRUCTION.**

### GENERAL INFORMATION

**Course Number:** 5010022

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General > **Abbreviated Title:** Fun Read K-2  
**Course Length:** Year (Y)

**Course Type:** Elective Course  
**Course Status:** Course Approved  
**Grade Level(s):** K,1,2

**Course Level:** 2

**Educator Certifications**

Reading (Elementary and Secondary Grades K-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
English (Elementary Grades 1-6)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Primary Education (K-3)

# Basic Skills in Reading 3-5 (#5010024) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.2.C.1.1:	Demonstrate legible printing skills.
ELA.2.F.1.3:	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</p> <ol style="list-style-type: none"> <li>Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).</li> <li>Decode regularly spelled two-syllable words with long and short vowels.</li> <li>Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).</li> <li>Decode words with common prefixes and suffixes.</li> <li>Decode words with silent letter combinations (e.g., knight, comb, island, ghost).</li> </ol>
ELA.2.F.1.3:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).</p> <p><i>Clarification 2:</i> Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p>
ELA.2.F.1.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Dolch and Fry word lists.</p> <p><i>Clarification 2:</i> Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p>
ELA.2.F.1.4:	<p><i>Clarification 3:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.</p> <p><i>Clarification 4:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p><i>Clarification 5:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p>
ELA.2.R.1.1:	<p>Identify plot structure and describe main story elements in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.</p> <p><i>Clarification 2:</i> For setting, students will describe where and when the events of the story are happening. The time element of setting will be addressed even when not explicitly indicated in the text.</p> <p><i>Clarification 3:</i> For character, student's will describe characters' traits, feelings, and behaviors.</p>
ELA.2.R.1.2:	Identify and explain a theme of a literary text.
ELA.2.R.1.3:	<p>Identify different characters' perspectives in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p>
ELA.2.R.2.1:	Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.
ELA.2.R.2.2:	Identify the central idea and relevant details in a text.
ELA.2.R.2.3:	Explain an author's purpose in an informational text.
ELA.2.R.2.4:	Explain an author's opinion(s) and supporting evidence.
	<p>Retell a text to enhance comprehension.</p> <ol style="list-style-type: none"> <li>Use main story elements in a logical sequence for a literary text.</li> </ol>

ELA.2.R.3.2:	b. Use the central idea and relevant details for an informational text.
	<b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.2.V.1.1:	<b>Clarifications:</b> <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.2.V.1.2:	Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> See Base Words.
ELA.2.V.1.3:	Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words. <b>Clarifications:</b> <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.  <i>Clarification 2:</i> See Context Clues and Word Relationships.
ELA.3.C.2.1:	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation. <b>Clarifications:</b> <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, and expressive delivery. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This grade level introduces an expectation that the information be presented in a logical sequence. A student may self-correct an error in sequence.  <i>Clarification 2:</i> For further guidance, see the <i>Elementary Oral Communication Rubric</i> .
ELA.3.F.1.3:	Use knowledge of grade-level phonics and word-analysis skills to decode words.  a. Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2) b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est). c. Decode multisyllabic words.  <b>Clarifications:</b> <i>Clarification 1:</i> See Common Greek and Latin Roots 3-5 and Affixes.  <i>Clarification 2:</i> See Affixes and the Parts of Speech They Form.
ELA.3.F.1.4:	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. <b>Clarifications:</b> <i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. <i>Clarification 2:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. <i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.
ELA.3.R.1.1:	Explain how one or more characters develop throughout the plot in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> When explaining character development, students will include character traits, feelings, motivations, and responses to situations.
ELA.3.R.1.2:	Explain a theme and how it develops, using details, in a literary text.
ELA.3.R.1.3:	Explain different characters' perspectives in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.
ELA.3.R.2.1:	Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.
ELA.3.R.2.2:	Identify the central idea and explain how relevant details support that idea in a text.
ELA.3.R.2.3:	Explain the development of an author's purpose in an informational text.
ELA.3.R.2.4:	Identify an author's claim and explain how an author uses evidence to support the claim.
ELA.3.R.3.2:	Summarize a text to enhance comprehension.  a. Include plot and theme for a literary text. b. Use the central idea and relevant details for an informational text.

	<p><b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.3.R.3.3:	<p>Compare and contrast how two authors present information on the same topic or theme.</p>
ELA.3.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.3.V.1.2:	<p>Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> See Common Greek and Latin Roots 3-5 and Affixes.</p>
ELA.3.V.1.3:	<p>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.3.R.3.1 and Elementary Figurative Language.</p>
ELA.4.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation. <b>Clarifications:</b> <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.  <i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric.</p>
ELA.4.F.1.3:	<p>Use knowledge of grade-level phonics and word-analysis skills to decode words.</p> <p>a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> At this level of reading, a student who is decoding at the phoneme level (i.e., "e-n-t-er-t-ai-n") may decode a given text but will struggle with fluency and comprehension. As such, phonics instruction should move toward decoding at the syllabication and morpheme level. For example, when a 4th-grader encounters the word "entertain" in text, we want him or her to segment by syllable (i.e., "en-ter-tain") or by morphological structure (i.e., "enter-tain").</p>
ELA.4.F.1.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. <b>Clarifications:</b> <i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.  <i>Clarification 2:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.  <i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p>
ELA.4.R.1.1:	<p>Explain how setting, events, conflict, and character development contribute to the plot in a literary text.</p>
ELA.4.R.1.2:	<p>Explain a stated or implied theme and how it develops, using details, in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.</p>
ELA.4.R.1.3:	<p>Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p>
ELA.4.R.1.4:	<p>Explain how rhyme and structure create meaning in a poem.</p>
ELA.4.R.2.1:	<p>Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.</p>
ELA.4.R.2.2:	<p>Explain how relevant details support the central idea, implied or explicit.</p>
ELA.4.R.2.3:	<p>Explain an author's perspective toward a topic in an informational text. <b>Clarifications:</b> <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."</p>

ELA.4.R.2.4:	Explain an author's claim and the reasons and evidence used to support the claim.
ELA.4.R.3.1:	<p>Explain how figurative language contributes to meaning in text(s).  <b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Elementary Figurative Language.</p>
ELA.4.R.3.2:	<p>Summarize a text to enhance comprehension.</p> <p>a. Include plot and theme for a literary text.  b. Include the central idea and relevant details for an informational text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.4.R.3.3:	<p>Compare and contrast accounts of the same event using primary and/or secondary sources.  <b>Clarifications:</b>  <i>Clarification 1:</i> Introduce the terms "primary sources" and "secondary sources."</p>
ELA.4.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.  <b>Clarifications:</b>  <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.4.V.1.2:	<p>Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Common Greek and Latin Roots 3-5 and Affixes.</p>
ELA.4.V.1.3:	<p>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.  <b>Clarifications:</b>  <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.4.R.3.1 and Elementary Figurative Language.</p>
ELA.5.F.1.3:	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</p> <p>a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.</p>
ELA.5.F.1.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.</p> <p><i>Clarification 2:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p><i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p>
ELA.5.R.1.1:	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.
ELA.5.R.1.2:	<p>Explain the development of stated or implied theme(s) throughout a literary text.  <b>Clarifications:</b>  <i>Clarification 1:</i> Where the development of multiple themes is being explained, the themes may come from the same or multiple literary texts.</p>
ELA.5.R.1.3:	<p>Describe how an author develops a character's perspective in a literary text.  <b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."</p>
ELA.5.R.1.4:	<p>Explain how figurative language and other poetic elements work together in a poem.  <b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom. Other examples can be used in instruction. <i>Clarification 2:</i> Poetic elements to be used for the purposes of this benchmark are form, rhyme, meter, line breaks, and imagery.</p>
ELA.5.R.2.1:	<p>Explain how text structures and/or features contribute to the overall meaning of texts.  <b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see Text Structures and Text Features.</p>

ELA.5.R.2.2:	Explain how relevant details support the central idea(s), implied or explicit.
ELA.5.R.2.3:	Analyze an author's purpose and/or perspective in an informational text. <b>Clarifications:</b> <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."
ELA.5.R.2.4:	Track the development of an argument, identifying the specific claim(s), evidence, and reasoning. <b>Clarifications:</b> <i>Clarification 1:</i> A claim is a statement that asserts something is true. A claim can either be fact or opinion. Claims can be used alone or with other claims to form a larger argument.
ELA.5.R.3.1:	Analyze how figurative language contributes to meaning in text(s). Summarize a text to enhance comprehension.
ELA.5.R.3.2:	a. Include plot and theme for a literary text. b. Include the central idea and relevant details for an informational text. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
ELA.5.R.3.3:	Compare and contrast primary and secondary sources related to the same topic.
ELA.5.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.5.V.1.2:	Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> See Common Greek and Latin Roots 3-5.
ELA.5.V.1.3:	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.5.R.3.1 and Elementary Figurative Language.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. <b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.



	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course supports students who are struggling to read and write or speak about what they have read in core instruction. Instruction will use explicit, systematic, and sequential approaches to reading instruction addressing all components of reading including phonological awareness, phonics, vocabulary, fluency, and reading comprehension.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective instruction matches instruction to the need of the students in the group and provides multiple opportunities to practice the skill and receive feedback. The additional time allotted is in addition to core instruction. The intervention includes materials and strategies designed to supplement core instruction.

### GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.**

**THE READING ENDORSEMENT IS A REQUIREMENT FOR TEACHERS PROVIDING TIER 3 INSTRUCTION.**

### GENERAL INFORMATION

**Course Number:** 5010024

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades PreK to 5 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** General >

**Abbreviated Title:** BAS SKLS READ 3-5

**Course Length:** Multiple (M) - Course length can vary

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 3,4,5

**Educator Certifications**

Reading (Elementary and Secondary Grades K-12)

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

English (Elementary Grades 1-6)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Primary Education (K-3)

# Functional Reading Skills 3-5 (#5010026) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.1.F.1.1:	Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books. <b>Standard Relation to Course: Major</b>
ELA.1.F.1.2:	<p>Demonstrate phonological awareness.</p> <ol style="list-style-type: none"> <li>Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.</li> <li>Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.</li> <li>Blend single-syllable spoken words with at least five phonemes.</li> <li>Segment single-syllable spoken words with at least five phonemes.</li> <li>Segment and blend phonemes in multi-syllable spoken words.</li> </ol> <p><b>Clarifications:</b> <i>Clarification 1:</i> Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge. <b>Standard Relation to Course: Major</b></p>
ELA.1.F.1.3:	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p> <ol style="list-style-type: none"> <li>Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.</li> <li>Decode simple words with r-controlled vowels.</li> <li>Decode and encode regularly spelled one-syllable words.</li> <li>Decode words with inflectional endings.</li> <li>Decode two-syllable words with regular patterns by breaking the words into syllables.</li> <li>Decode words that use final –e and vowel teams to make long-vowel sound.</li> </ol> <p><b>Clarifications:</b> <i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). <i>Clarification 2:</i> Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. <b>Standard Relation to Course: Major</b></p>
ELA.1.F.1.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <ol style="list-style-type: none"> <li>Recognize and read with automaticity the grade-level sight words.</li> </ol> <p><b>Clarifications:</b> <i>Clarification 1:</i> See Dolch and Fry word lists. <i>Clarification 2:</i> Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. <i>Clarification 3:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed. <i>Clarification 4:</i> “Appropriate prosody” refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. <i>Clarification 5:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. <b>Standard Relation to Course: Major</b></p>
ELA.1.R.1.1:	<p>Identify and describe the main story elements in a story.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. <i>Clarification 2:</i> In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.</p>

*Clarification 3:* For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.

**Standard Relation to Course: Major**

ELA.1.R.1.2:	Identify and explain the moral of a story. <b>Clarifications:</b> <i>Clarification 1:</i> This benchmark introduces the moral of a story as a precursor to theme in 2nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories have a lesson by referring to stories read that did not have a moral or a lesson. <b>Standard Relation to Course: Major</b>
ELA.1.R.1.3:	Explain who is telling the story using context clues. <b>Clarifications:</b> <i>Clarification 1:</i> Students will use the term “narrator” to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking. <b>Standard Relation to Course: Major</b>
ELA.1.R.2.2:	Identify the topic of and relevant details in a text. <b>Standard Relation to Course: Major</b>
ELA.1.R.3.1:	Identify and explain descriptive words and phrases in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> Continue to expose students to the academic vocabulary word “adjective.” Discussion should focus on how the descriptive words add meaning to the text. <b>Standard Relation to Course: Major</b>
ELA.1.R.3.2:	Retell a text in oral or written form to enhance comprehension. <ul style="list-style-type: none"><li>a. Use main story elements at the beginning, middle, and end for a literary text.</li><li>b. Use topic and important details for an informational text.</li></ul> <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark. <b>Standard Relation to Course: Major</b>
ELA.1.R.3.3:	Compare and contrast two texts on the same topic. <b>Clarifications:</b> <i>Clarification 1:</i> Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts. <b>Standard Relation to Course: Major</b>
ELA.1.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. <b>Standard Relation to Course: Major</b>
ELA.1.V.1.2:	Identify and use frequently occurring base words and their common inflections in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> See Base Words for frequently occurring base words.  <i>Clarification 2:</i> Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information.  <i>Example:</i> Regular verbs add the inflectional ending -ed to indicate the past tense.  <b>Standard Relation to Course: Major</b>
ELA.1.V.1.3:	Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words. <b>Clarifications:</b> <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.  <i>Clarification 2:</i> See Context Clues and Word Relationships.  <b>Standard Relation to Course: Major</b>
ELA.2.F.1.3:	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. <ul style="list-style-type: none"><li>a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).</li><li>b. Decode regularly spelled two-syllable words with long and short vowels.</li><li>c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).</li><li>d. Decode words with common prefixes and suffixes.</li><li>e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).</li></ul> <b>Clarifications:</b>

*Clarification 1:* Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

*Clarification 2:* Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

**Standard Relation to Course: Major**

Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

**Clarifications:**

*Clarification 1:* See Dolch and Fry word lists.

*Clarification 2:* Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

ELA.2.F.1.4:

*Clarification 3:* See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.

*Clarification 4:* Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

*Clarification 5:* Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

**Standard Relation to Course: Major**

Use grade-level academic vocabulary appropriately in speaking and writing.

**Clarifications:**

*Clarification 1:* Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course: Major**

ELA.2.V.1.1:

Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.

**Clarifications:**

*Clarification 1:* See Base Words.

**Standard Relation to Course: Major**

ELA.2.V.1.2:

Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.

**Clarifications:**

*Clarification 1:* Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

*Clarification 2:* See Context Clues and Word Relationships.

**Standard Relation to Course: Major**

ELA.2.V.1.3:

Use knowledge of grade-level phonics and word-analysis skills to decode words.

- a. Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2)
- b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est).
- c. Decode multisyllabic words.

**Clarifications:**

*Clarification 1:* See Common Greek and Latin Roots 3-5 and Affixes.

*Clarification 2:* See Affixes and the Parts of Speech They Form.

**Standard Relation to Course: Major**

ELA.3.F.1.3:

Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

**Clarifications:**

*Clarification 1:* See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.

*Clarification 2:* Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

*Clarification 3:* Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

**Standard Relation to Course: Major**

ELA.3.F.1.4:

Use grade-level academic vocabulary appropriately in speaking and writing.

**Clarifications:**

*Clarification 1:* Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

ELA.3.V.1.1:

	<p><b>Standard Relation to Course: Major</b></p> <p>Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.</p>
ELA.3.V.1.2:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 3-5 and Affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.3.V.1.3:	<p>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.3.R.3.1 and Elementary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.F.1.3:	<p>Use knowledge of grade-level phonics and word-analysis skills to decode words.</p> <p>a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> At this level of reading, a student who is decoding at the phoneme level (i.e., “e-n-t-er-t-ai-n”) may decode a given text but will struggle with fluency and comprehension. As such, phonics instruction should move toward decoding at the syllabication and morpheme level. For example, when a 4th-grader encounters the word “entertain” in text, we want him or her to segment by syllable (i.e., “en-ter-tain”) or by morphological structure (i.e., “enter-tain”).</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.F.1.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.</p> <p><i>Clarification 2:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p><i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.V.1.2:	<p>Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 3-5 and Affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.V.1.3:	<p>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.4.R.3.1 and Elementary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.5.F.1.3:	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</p> <p>a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.</p> <p><b>Standard Relation to Course: Major</b></p> <p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.</p>

ELA.5.F.1.4:	<p><i>Clarification 2:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p><i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.5.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.5.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 3-5.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.5.V.1.3:	<p>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.5.R.3.1 and Elementary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K.F.1.2:	<p>Demonstrate phonological awareness.</p> <ol style="list-style-type: none"> <li>Blend and segment syllables in spoken words.</li> <li>Identify and produce alliterative and rhyming words.</li> <li>Blend and segment onset and rimes of single-syllable words.</li> <li>Identify the initial, medial, and final sound of spoken words.</li> <li>Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.</li> <li>Segment and blend phonemes in single-syllable spoken words.</li> </ol> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K.F.1.3:	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p> <ol style="list-style-type: none"> <li>Demonstrate knowledge of the most frequent sound for each consonant.</li> <li>Demonstrate knowledge of the short and long sounds for the five major vowels.</li> <li>Decode consonant-vowel-consonant (CVC) words.</li> <li>Encode consonant-vowel-consonant (CVC) words.</li> </ol> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).</p> <p><i>Clarification 2:</i> Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K.F.1.4:	<p>Recognize and read with automaticity grade-level high frequency words.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Dolch and Fry word lists.</p> <p><i>Clarification 2:</i> Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K.R.1.1:	<p>Describe the main character(s), setting, and important events in a story.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on.</p> <p><i>Clarification 2:</i> For setting, students will discuss where the events of the story are happening. The time element of setting</p>

	<p>should only be addressed in texts where it is explicitly indicated.</p> <p><i>Clarification 3:</i> Descriptions can be oral, either in response to a question or through discussion.</p> <p>Standard Relation to Course: Major</p>
ELA.K.R.2.1:	<p>Use titles, headings, and illustrations to predict and confirm the topic of texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The step of confirming the prediction is essential to mastery of this benchmark.</p> <p>Standard Relation to Course: Major</p>
ELA.K.R.2.2:	<p>Identify the topic of and multiple details in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book <i>Why Should I Recycle?</i> is recycling.</p> <p>Standard Relation to Course: Major</p>
ELA.K.R.3.1:	<p>Identify and explain descriptive words in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will explain examples of descriptive words in text and how they add meaning.</p> <p><i>Clarification 2:</i> Students will be introduced to the academic vocabulary word “adjective.” However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text.</p> <p>Standard Relation to Course: Major</p>
ELA.K.R.3.2:	<p>Retell a text orally to enhance comprehension:</p> <ol style="list-style-type: none"> <li>Use main character(s), setting, and important events for a story.</li> <li>Use topic and details for an informational text.</li> </ol> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p>Standard Relation to Course: Major</p>
ELA.K.R.3.3:	<p>Compare and contrast characters’ experiences in stories.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will orally compare and contrast the experiences that characters have had, comparing them to those experienced by other characters, in the same story or a different story. Those experiences can be expressed as events, feelings, or behaviors.</p> <p>Standard Relation to Course: Major</p>
ELA.K.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p>Standard Relation to Course: Major</p>
ELA.K.V.1.2:	<p>Ask and answer questions about unfamiliar words in grade-level content.</p> <p>Standard Relation to Course: Major</p>
ELA.K.V.1.3:	<p>Identify and sort common words into basic categories, relating vocabulary to background knowledge.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p>Standard Relation to Course: Major</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p>Standard Relation to Course: Supporting</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p>Standard Relation to Course: Supporting</p> <p>Make inferences to support comprehension.</p>



ELA.K12.EE.3.1:	<p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for students with a substantial deficiency in reading and for whom interventions have not been effective. Instruction will use explicit, systematic, and sequential approaches to reading instruction addressing all components of reading including phonological awareness, phonics, vocabulary, fluency, and reading comprehension.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in Basic Skills in Reading 3-5 and core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring, with more extensive opportunities for guided practice, error correction, and feedback. The expected outcome is for the student to achieve grade-level proficiency.

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.**

**GENERAL INFORMATION**

**Course Number:** 5010026  
**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General > **Abbreviated Title:** Fun Read 3-5  
**Course Length:** Year (Y)  
**Course Type:** Elective Course  
**Course Status:** Course Approved  
**Grade Level(s):** 3,4,5  
**Course Level:** 2

**Educator Certifications**

Reading (Elementary and Secondary Grades K-12)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
English (Elementary Grades 1-6)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Primary Education (K-3)

# Functional Basic Skills in Communications- Elementary (#5010030) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.1.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Print all upper- and lowercase letters.</li> <li>b. Use common, proper, and possessive nouns.</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li> <li>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> <li>f. Use frequently occurring adjectives.</li> <li>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>h. Use determiners (e.g., articles, demonstratives).</li> <li>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</li> <li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>
LAFS.1.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>
LAFS.1.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ul>
LAFS.1.L.3.5:	<p>With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</li> </ul>
LAFS.1.L.3.6:	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p>
LAFS.1.RI.1.1:	<p>Ask and answer questions about key details in a text.</p>
LAFS.1.RI.1.2:	<p>Identify the main topic and retell key details of a text.</p>
LAFS.1.RI.1.3:	<p>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
LAFS.1.RI.2.4:	<p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
LAFS.1.RI.3.8:	<p>Identify the reasons an author gives to support points in a text.</p>
LAFS.1.RL.1.1:	<p>Ask and answer questions about key details in a text.</p>
LAFS.1.RL.1.2:	<p>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>
LAFS.1.RL.1.3:	<p>Describe characters, settings, and major events in a story, using key details.</p>
LAFS.1.RL.2.4:	<p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>
LAFS.1.SL.1.1:	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>

LAFS.1.SL.1.2:	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LAFS.1.SL.1.3:	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LAFS.1.SL.2.4:	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LAFS.1.SL.2.5:	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LAFS.1.SL.2.6:	Produce complete sentences when appropriate to task and situation.
LAFS.1.W.1.1:	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LAFS.1.W.1.2:	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LAFS.1.W.1.3:	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LAFS.1.W.2.5:	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
LAFS.1.W.2.6:	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.1.W.3.7:	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
LAFS.1.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LAFS.2.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Demonstrate legible printing skills.</li> <li>b. Use collective nouns (e.g., group).</li> <li>c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> <li>d. Use reflexive pronouns (e.g., myself, ourselves).</li> <li>e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li>f. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>g. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> </ul>
LAFS.2.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> <li>b. Use commas in greetings and closings of letters.</li> <li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</li> <li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
LAFS.2.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Compare formal and informal uses of English.</li> </ul>
LAFS.2.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>
LAFS.2.L.3.5:	Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</li> <li>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</li> </ul>
LAFS.2.L.3.6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).
LAFS.2.RI.1.1:	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
LAFS.2.RI.1.2:	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LAFS.2.RI.1.3:	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LAFS.2.RI.2.4:	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .

LAFS.2.RI.3.8:	Describe how an author uses reasons to support specific points in a text.
LAFS.2.RL.1.1:	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
LAFS.2.RL.1.2:	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
LAFS.2.RL.1.3:	Describe how characters in a story respond to major events and challenges.
LAFS.2.RL.2.4:	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LAFS.2.SL.1.1:	<ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul>
LAFS.2.SL.1.2:	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LAFS.2.SL.1.3:	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LAFS.2.SL.2.4:	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LAFS.2.SL.2.5:	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LAFS.2.SL.2.6:	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LAFS.2.W.1.1:	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
LAFS.2.W.1.2:	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
LAFS.2.W.1.3:	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
LAFS.2.W.2.5:	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
LAFS.2.W.2.6:	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.2.W.3.7:	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LAFS.2.W.3.8:	Recall information from experiences or gather information from provided sources to answer a question.
LAFS.3.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Demonstrate beginning cursive writing skills.</li> <li>b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>c. Form and use regular and irregular plural nouns.</li> <li>d. Use abstract nouns (e.g., childhood, friendship, courage).</li> <li>e. Form and use regular and irregular verbs.</li> <li>f. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>g. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>h. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>i. Use coordinating and subordinating conjunctions.</li> <li>j. Produce simple, compound, and complex sentences.</li> </ul>
LAFS.3.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Form and use possessives.</li> <li>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>).</li> <li>f. Use spelling patterns and generalizations (e.g., <i>word families</i>, <i>position-based spellings</i>, <i>syllable patterns</i>, <i>ending rules</i>, <i>meaningful word parts</i>) in writing words.</li> <li>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
LAFS.3.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose words and phrases for effect.</li> <li>b. Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and

content, choosing flexibly from a range of strategies.

LAFS.3.L.3.4:

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of word relationships and nuances in word meanings.

LAFS.3.L.3.5:

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- b. Identify real-life connections between words and their use (e.g., *describe people who are friendly or helpful*).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

LAFS.3.L.3.6:

Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

LAFS.3.RI.1.1:

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.3.RI.1.2:

Determine the main idea of a text; recount the key details and explain how they support the main idea.

LAFS.3.RI.1.3:

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

LAFS.3.RI.2.4:

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

LAFS.3.RI.3.8:

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

LAFS.3.RL.1.1:

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.3.RL.1.2:

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

LAFS.3.RL.1.3:

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LAFS.3.RL.2.4:

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 *topics and texts*, building on others' ideas and expressing their own clearly.

LAFS.3.SL.1.1:

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

LAFS.3.SL.1.2:

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.3.SL.1.3:

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

LAFS.3.SL.2.4:

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

LAFS.3.SL.2.5:

Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.

LAFS.3.SL.2.6:

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Write opinion pieces on topics or texts, supporting a point of view with reasons.

LAFS.3.W.1.1:

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- d. Provide a concluding statement or section.

LAFS.3.W.1.2:

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear

event sequences.

LAFS.3.W.1.3:	<ol style="list-style-type: none"><li>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li><li>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li><li>Use temporal words and phrases to signal event order.</li><li>Provide a sense of closure.</li></ol>
LAFS.3.W.2.4:	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.3.W.2.5:	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LAFS.3.W.2.6:	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
LAFS.3.W.3.7:	Conduct short research projects that build knowledge about a topic.
LAFS.3.W.3.8:	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LAFS.3.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
LAFS.4.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"><li>Demonstrate legible cursive writing skills.</li><li>Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li><li>Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</li><li>Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li><li>Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>).</li><li>Form and use prepositional phrases.</li><li>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li><li>Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</li></ol>
LAFS.4.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"><li>Use correct capitalization.</li><li>Use commas and quotation marks to mark direct speech and quotations from a text.</li><li>Use a comma before a coordinating conjunction in a compound sentence.</li><li>Spell grade-appropriate words correctly, consulting references as needed.</li></ol>
LAFS.4.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"><li>Choose words and phrases to convey ideas precisely.</li><li>Choose punctuation for effect.</li><li>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</li></ol>
LAFS.4.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"><li>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li><li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</li><li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li></ol>
LAFS.4.L.3.5:	<p>Demonstrate understanding of word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"><li>Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li><li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li><li>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li></ol>
LAFS.4.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).
LAFS.4.RI.1.1:	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RI.1.2:	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LAFS.4.RI.1.3:	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LAFS.4.RI.2.4:	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .

LAFS.4.RI.3.8:	Explain how an author uses reasons and evidence to support particular points in a text.
LAFS.4.RL.1.1:	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RL.1.2:	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LAFS.4.RL.1.3:	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LAFS.4.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 <i>topics and texts</i> , building on others' ideas and expressing their own clearly.
LAFS.4.SL.1.1:	<ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ol>
LAFS.4.SL.1.2:	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.4.SL.1.3:	Identify the reasons and evidence a speaker provides to support particular points.
LAFS.4.SL.2.4:	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.4.SL.2.5:	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LAFS.4.SL.2.6:	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LAFS.4.W.1.1:	<ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>Provide reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol>
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LAFS.4.W.1.2:	<ol style="list-style-type: none"> <li>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol>
	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LAFS.4.W.1.3:	<ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>
LAFS.4.W.2.4:	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.4.W.2.5:	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LAFS.4.W.2.6:	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LAFS.4.W.3.7:	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LAFS.4.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LAFS.4.W.3.9:	<ol style="list-style-type: none"> <li>Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</li> <li>Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to</li> </ol>



support particular points in a text”).

LAFS.4.W.4.10:	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 discipline-specific tasks, purposes, and audiences. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LAFS.5.L.1.1:	<ol style="list-style-type: none"><li>Demonstrate fluent and legible cursive writing skills.</li><li>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li><li>Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</li><li>Use verb tense to convey various times, sequences, states, and conditions.</li><li>Recognize and correct inappropriate shifts in verb tense.</li><li>Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</li></ol>
LAFS.5.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"><li>Use punctuation to separate items in a series.</li><li>Use a comma to separate an introductory element from the rest of the sentence.</li><li>Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li><li>Use underlining, quotation marks, or italics to indicate titles of works.</li><li>Spell grade-appropriate words correctly, consulting references as needed.</li></ol>
LAFS.5.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"><li>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li><li>Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.</li></ol>
LAFS.5.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"><li>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li><li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</li><li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li></ol>
LAFS.5.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"><li>Interpret figurative language, including similes and metaphors, in context.</li><li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li><li>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li></ol>
LAFS.5.RI.1.1:	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.5.RI.1.2:	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LAFS.5.RI.1.3:	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LAFS.5.RI.2.4:	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
LAFS.5.RI.3.8:	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LAFS.5.RL.1.1:	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.5.RL.1.2:	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
LAFS.5.RL.1.3:	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LAFS.5.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LAFS.5.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"><li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li><li>Follow agreed-upon rules for discussions and carry out assigned roles.</li><li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li><li>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li></ol>

LAFS.5.SL.1.2:	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.5.SL.1.3:	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LAFS.5.SL.2.4:	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.5.SL.2.5:	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LAFS.5.SL.2.6:	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LAFS.5.W.1.1:	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>Provide logically ordered reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol>
LAFS.5.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol>
LAFS.5.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>
LAFS.5.W.2.4:	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.5.W.2.5:	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.5.W.2.6:	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LAFS.5.W.3.7:	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
LAFS.5.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LAFS.5.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</li> <li>Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</li> </ol>
LAFS.5.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
LAFS.K.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Use frequently occurring nouns and verbs.</li> <li>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ol>
LAFS.K.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun I.</li> <li>Recognize and name end punctuation.</li> </ol>

	<p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
LAFS.K.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>
LAFS.K.L.3.5:	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</p>
LAFS.K.L.3.6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
LAFS.K.RI.1.1:	With prompting and support, ask and answer questions about key details in a text.
LAFS.K.RI.1.2:	With prompting and support, identify the main topic and retell key details of a text.
LAFS.K.RI.1.3:	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LAFS.K.RI.2.4:	With prompting and support, ask and answer questions about unknown words in a text.
LAFS.K.RI.3.8:	With prompting and support, identify the reasons an author gives to support points in a text.
LAFS.K.RL.1.1:	With prompting and support, ask and answer questions about key details in a text.
LAFS.K.RL.1.2:	With prompting and support, retell familiar stories, including key details.
LAFS.K.RL.1.3:	With prompting and support, identify characters, settings, and major events in a story.
LAFS.K.RL.2.4:	With prompting and support, ask and answer questions about unknown words in a text.
LAFS.K.SL.1.1:	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten</i> topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>
LAFS.K.SL.1.2:	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LAFS.K.SL.1.3:	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LAFS.K.SL.2.4:	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LAFS.K.SL.2.5:	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LAFS.K.SL.2.6:	Speak audibly and express thoughts, feelings, and ideas clearly.
LAFS.K.W.1.1:	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LAFS.K.W.1.2:	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LAFS.K.W.1.3:	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
LAFS.K.W.2.5:	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
LAFS.K.W.2.6:	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.K.W.3.7:	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LAFS.K.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course may be composed of a multilevel classroom with learners from diverse backgrounds at varying proficiency levels using a standards-based curriculum. This course supports students who are struggling with written and oral communication. Each student's curriculum should be defined using the most appropriate standards from those listed below to meet the individual's needs.

## GENERAL NOTES

### Special Notes:

#### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## QUALIFICATIONS

As well as the certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.**

## GENERAL INFORMATION

**Course Number:** 5010030

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades PreK to 5 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** General >

**Abbreviated Title:** FNC BAS SKLS  
COMMS E

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** K,1,2,3,4,5,PreK

### Educator Certifications

Elementary Education (Elementary Grades 1-6)
Reading (Elementary and Secondary Grades K-12)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Primary Education (K-3)
Elementary Education (Grades K-6)
English (Elementary Grades 1-6)

# Functional Basic Skills in Communications- Elementary (#5010030) 2022 - And Beyond

## Course Standards

Name	Description
ELA.1.C.1.1:	Print all upper- and lowercase letters. <b>Clarifications:</b> <i>Clarification 1:</i> Students should have adequate spacing between letters and/or words. Standard Relation to Course: Major
ELA.1.C.1.2:	Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types. Standard Relation to Course: Major
ELA.1.C.1.3:	Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types. Standard Relation to Course: Major
ELA.1.C.1.4:	Write expository texts about a topic, using a source, providing facts and a sense of closure. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types. Standard Relation to Course: Major
ELA.1.C.1.5:	With guidance and support from adults, improve writing, as needed, by planning, revising, and editing. <b>Clarifications:</b> <i>Clarification 1:</i> As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in. Standard Relation to Course: Major
ELA.1.C.2.1:	Present information orally using complete sentences and appropriate volume. <b>Clarifications:</b> <i>Clarification 1:</i> For further guidance, see the Elementary Oral Communication Rubric. Standard Relation to Course: Major
ELA.1.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Capitalize proper nouns.</li> <li>• Form and use simple verb tenses for regular verbs by adding the affix -ed.</li> <li>• Form and use complete simple sentences.</li> <li>• Use possessives.</li> <li>• Use subject-verb agreement in simple sentences.</li> </ul> Skills to be implemented but not yet mastered are as follows:
ELA.1.C.3.1:	<ul style="list-style-type: none"> <li>• Form plurals -y to -ies.</li> <li>• Conjugate regular and irregular verb tenses.</li> <li>• Form and use regular and frequently occurring irregular plural nouns.</li> <li>• Form and use the past tense of frequently occurring irregular verbs.</li> <li>• Use apostrophes to form contractions.</li> <li>• Appropriately use pronouns.</li> <li>• Use commas in a series.</li> <li>• Use plural possessives.</li> <li>• Use interjections.</li> </ul> Clarification 2: See Convention Progression by Grade Level for more information. Standard Relation to Course: Major
ELA.1.C.4.1:	Participate in research to gather information to answer a question about a single topic. <b>Clarifications:</b> <i>Clarification 1:</i> The question could ask for an explanation or could ask how to do something, where the appropriate response could be to give a sequence of steps or instructions. Standard Relation to Course: Major
ELA.1.C.4.1:	Use a multimedia element to enhance oral or written tasks. <b>Clarifications:</b> <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital

ELA.1.C.5.1:	<p>representation.</p> <p>At this grade level, the element should relate to the task. As long as the student is able to explain how the picture relates, the multimedia element is suitable. The element may be shared at the beginning or added on to the end instead of shared during the course of the task. There is no expectation that the element be integrated into the task.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.1.C.5.2:	<p>Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.1.F.1.1:	<p>Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.1.F.1.2:	<p>Demonstrate phonological awareness.</p> <ol style="list-style-type: none"> <li>Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.</li> <li>Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.</li> <li>Blend single-syllable spoken words with at least five phonemes.</li> <li>Segment single-syllable spoken words with at least five phonemes.</li> <li>Segment and blend phonemes in multi-syllable spoken words.</li> </ol> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.1.F.1.3:	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p> <ol style="list-style-type: none"> <li>Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.</li> <li>Decode simple words with r-controlled vowels.</li> <li>Decode and encode regularly spelled one-syllable words.</li> <li>Decode words with inflectional endings.</li> <li>Decode two-syllable words with regular patterns by breaking the words into syllables.</li> <li>Decode words that use final –e and vowel teams to make long-vowel sound.</li> </ol> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).</p> <p><i>Clarification 2:</i> Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.1.F.1.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <ol style="list-style-type: none"> <li>Recognize and read with automaticity the grade-level sight words.</li> </ol> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Dolch and Fry word lists.</p> <p><i>Clarification 2:</i> Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p> <p><i>Clarification 3:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed.</p> <p><i>Clarification 4:</i> “Appropriate prosody” refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p><i>Clarification 5:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.1.R.1.1:	<p>Identify and describe the main story elements in a story.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.</p> <p><i>Clarification 2:</i> In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.</p> <p><i>Clarification 3:</i> For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Identify and explain the moral of a story.</p> <p><b>Clarifications:</b></p>

ELA.1.R.1.2:	<p><i>Clarification 1:</i> This benchmark introduces the moral of a story as a precursor to theme in 2nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories have a lesson by referring to stories read that did not have a moral or a lesson.</p> <p>Standard Relation to Course: Major</p>
ELA.1.R.1.3:	<p>Explain who is telling the story using context clues.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will use the term “narrator” to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking.</p> <p>Standard Relation to Course: Major</p>
ELA.1.R.1.4:	<p>Identify stanzas and line breaks in poems.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> This benchmark can be paired with R.1.1, R.1.2, R.1.3 and R.3.2 for instruction with story poems.</p> <p>Standard Relation to Course: Major</p>
ELA.1.R.2.1:	<p>Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.</p> <p>Standard Relation to Course: Major</p>
ELA.1.R.2.2:	<p>Identify the topic of and relevant details in a text.</p> <p>Standard Relation to Course: Major</p>
ELA.1.R.2.3:	<p>Explain similarities and differences between information provided in visuals and words in an informational text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> When explaining similarities and differences, students will also explain how the visuals and words help the reader make sense of the topic.</p> <p><i>Clarification 2:</i> During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.</p> <p>Standard Relation to Course: Major</p>
ELA.1.R.2.4:	<p>Identify an author’s opinion(s) about the topic.</p> <p>Standard Relation to Course: Major</p>
ELA.1.R.3.1:	<p>Identify and explain descriptive words and phrases in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Continue to expose students to the academic vocabulary word “adjective.” Discussion should focus on how the descriptive words add meaning to the text.</p> <p>Standard Relation to Course: Major</p>
ELA.1.R.3.2:	<p>Retell a text in oral or written form to enhance comprehension.</p> <ol style="list-style-type: none"> <li>a. Use main story elements at the beginning, middle, and end for a literary text.</li> <li>b. Use topic and important details for an informational text.</li> </ol> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p>Standard Relation to Course: Major</p>
ELA.1.R.3.3:	<p>Compare and contrast two texts on the same topic.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.</p> <p>Standard Relation to Course: Major</p>
ELA.1.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p>Standard Relation to Course: Major</p>
ELA.1.V.1.2:	<p>Identify and use frequently occurring base words and their common inflections in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Base Words for frequently occurring base words.</p> <p><i>Clarification 2:</i> Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information.</p> <p><i>Example:</i> Regular verbs add the inflectional ending -ed to indicate the past tense.</p> <p>Standard Relation to Course: Major</p>
ELA.1.V.1.3:	<p>Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p>Standard Relation to Course: Major</p>

ELA.2.C.1.1:	Demonstrate legible printing skills. Standard Relation to Course: Major
ELA.2.C.1.2:	Write personal or fictional narratives using a logical sequence of events, transitions, and an ending. <b>Clarifications:</b> Clarification 1: See Writing Types. Standard Relation to Course: Major
ELA.2.C.1.3:	Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion. <b>Clarifications:</b> Clarification 1: See Writing Types. Standard Relation to Course: Major
ELA.2.C.1.4:	Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion. <b>Clarifications:</b> Clarification 1: See Writing Types. Standard Relation to Course: Major
ELA.2.C.1.5:	Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers. <b>Clarifications:</b> Clarification 1: "As needed" refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in. Standard Relation to Course: Major
ELA.2.C.2.1:	Present information orally using complete sentences, appropriate volume, and clear pronunciation. <b>Clarifications:</b> Clarification 1: Clear pronunciation shows an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Clarification 2: For further guidance, see the Elementary Oral Communication Rubric. Standard Relation to Course: Major
ELA.2.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> Clarification 1: Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Form plurals -y to -ies.</li> <li>• Use apostrophes to form contractions.</li> <li>• Appropriately use pronouns.</li> <li>• Use commas in a series.</li> <li>• Use plural possessives.</li> <li>• Use interjections.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Conjugate regular and irregular verb tenses.</li> <li>• Form and use regular and frequently occurring irregular plural nouns.</li> <li>• Form and use the past tense of frequently occurring irregular verbs.</li> <li>• Maintain consistent verb tense across paragraphs.</li> <li>• Form and use irregular plural nouns.</li> <li>• Form and use the progressive and perfect verb tenses.</li> <li>• Use simple modifiers.</li> <li>• Use prepositions and prepositional phrases.</li> <li>• Form and use compound sentences.</li> <li>• Use quotation marks with dialogue and direct quotations.</li> <li>• Use commas to indicate direct address.</li> <li>• Use subject-verb agreement with intervening clauses and phrases.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> </ul> <p>Clarification 2: See Convention Progression by Grade Level for more information. Standard Relation to Course: Major</p>
ELA.2.C.4.1:	Participate in research to gather information to answer a question about a single topic using multiple sources. Standard Relation to Course: Major
ELA.2.C.5.1:	Use one or more multimedia element(s) to enhance oral or written tasks. <b>Clarifications:</b> Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the element(s) should relate directly to the task. There is no expectation that the element(s) be integrated into the task. The student can but is not required to use more than one multimedia element. Standard Relation to Course: Major
ELA.2.C.5.2:	Use digital tools to produce and publish writing individually or with peers and with support from adults. Standard Relation to Course: Major
	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. <ul style="list-style-type: none"> <li>a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).</li> <li>b. Decode regularly spelled two-syllable words with long and short vowels.</li> <li>c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).</li> </ul>



- d. Decode words with common prefixes and suffixes.
- e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).

ELA.2.F.1.3:

**Clarifications:**

*Clarification 1:* Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

*Clarification 2:* Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

**Standard Relation to Course: Major**

Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

**Clarifications:**

*Clarification 1:* See Dolch and Fry word lists.

*Clarification 2:* Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

ELA.2.F.1.4:

*Clarification 3:* See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.

*Clarification 4:* Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

*Clarification 5:* Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

**Standard Relation to Course: Major**

Identify plot structure and describe main story elements in a literary text.

**Clarifications:**

*Clarification 1:* Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.

*Clarification 2:* For setting, students will describe where and when the events of the story are happening. The time element of setting will be addressed even when not explicitly indicated in the text.

*Clarification 3:* For character, student's will describe characters' traits, feelings, and behaviors.

**Standard Relation to Course: Major**

ELA.2.R.1.1:

Identify and explain a theme of a literary text.

**Standard Relation to Course: Major**

Identify different characters' perspectives in a literary text.

**Clarifications:**

*Clarification 1:* The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

**Standard Relation to Course: Major**

ELA.2.R.1.3:

Identify rhyme schemes in poems.

**Clarifications:**

*Clarification 1:* Students will mark rhyme scheme and recognize rhyme scheme notation. Rhyme scheme notation uses capital letters, starting with A to mark the end of each line, repeating the letter for each line in the poem that rhymes with that line and progressing through the alphabet for each new end rhyme. Lines designated with the same letter all rhyme with each other.

*Examples:*

I never saw a Purple Cow, A  
 I never hope to see one; B  
 But I can tell you, anyhow, A  
 I'd rather see than be one! B

ELA.2.R.1.4:

–Gelett Burgess

Little Miss Muffet A  
 Sat on a tuffet, A  
 Eating her curds and whey; B  
 Along came a spider C  
 Who sat down beside her C  
 And frightened Miss Muffet away. B

–Traditional Nursery Rhyme

	<b>Standard Relation to Course: Major</b>
ELA.2.R.2.1:	Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts. <b>Standard Relation to Course: Major</b>
ELA.2.R.2.2:	Identify the central idea and relevant details in a text. <b>Standard Relation to Course: Major</b>
ELA.2.R.2.3:	Explain an author’s purpose in an informational text. <b>Standard Relation to Course: Major</b>
ELA.2.R.2.4:	Explain an author’s opinion(s) and supporting evidence. <b>Standard Relation to Course: Major</b>
ELA.2.R.3.1:	Identify and explain similes, idioms, and alliteration in text(s). <b>Standard Relation to Course: Major</b>
ELA.2.R.3.2:	Retell a text to enhance comprehension.  a. Use main story elements in a logical sequence for a literary text. b. Use the central idea and relevant details for an informational text.  <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark. <b>Standard Relation to Course: Major</b>
ELA.2.R.3.3:	Compare and contrast important details presented by two texts on the same topic or theme. <b>Clarifications:</b> <i>Clarification 1:</i> For literary texts, students can compare and contrast story elements such as characters, illustrations, and sequence of events.  <i>Clarification 2:</i> The different versions may be of the same or different formats.  <b>Standard Relation to Course: Major</b>
ELA.2.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. <b>Standard Relation to Course: Major</b>
ELA.2.V.1.2:	Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> See Base Words. <b>Standard Relation to Course: Major</b>
ELA.2.V.1.3:	Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words. <b>Clarifications:</b> <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.  <i>Clarification 2:</i> See Context Clues and Word Relationships.  <b>Standard Relation to Course: Major</b>
ELA.3.C.1.1:	Write in cursive all upper- and lowercase letters. <b>Standard Relation to Course: Major</b>
ELA.3.C.1.2:	Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types. <b>Standard Relation to Course: Major</b>
ELA.3.C.1.3:	Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types. <b>Standard Relation to Course: Major</b>
ELA.3.C.1.4:	Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques. <b>Standard Relation to Course: Major</b>
ELA.3.C.1.5:	Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers. <b>Clarifications:</b> <i>Clarification 1:</i> As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in. <b>Standard Relation to Course: Major</b>
	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation. <b>Clarifications:</b>

ELA.3.C.2.1:	<p><i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, and expressive delivery. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student’s speech impediment should not be considered as impeding clear pronunciation. This grade level introduces an expectation that the information be presented in a logical sequence. A student may self-correct an error in sequence.</p> <p><i>Clarification 2:</i> For further guidance, see the <i>Elementary Oral Communication Rubric</i>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.3.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Conjugate regular and irregular verb tenses.</li> <li>• Form and use regular and frequently occurring irregular plural nouns.</li> <li>• Form and use the past tense of frequently occurring irregular verbs. • Maintain consistent verb tense across paragraphs.</li> <li>• Form and use irregular plural nouns.</li> <li>• Form and use the progressive and perfect verb tenses.</li> <li>• Use simple modifiers.</li> <li>• Use prepositions and prepositional phrases.</li> <li>• Form and use compound sentences.</li> <li>• Use quotation marks with dialogue and direct quotations. • Use commas to indicate direct address.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use subject-verb agreement with intervening clauses and phrases.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>• Use conjunctions.</li> <li>• Use principal modals to indicate the mood of a verb.</li> <li>• Use appositives, main clauses, and subordinate clauses.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.3.C.4.1:	<p>Conduct research to answer a question, organizing information about the topic from multiple sources.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.3.C.5.1:	<p>Use two or more multimedia elements to enhance oral or written tasks.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the elements should relate directly to the presentation. The elements can reinforce or complement the information being shared. There is no expectation that the elements be fully integrated into the presentation.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.3.C.5.2:	<p>Use digital writing tools individually or collaboratively to plan, draft, and revise writing.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.3.F.1.3:	<p>Use knowledge of grade-level phonics and word-analysis skills to decode words.</p> <ol style="list-style-type: none"> <li>a. Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2)</li> <li>b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est).</li> <li>c. Decode multisyllabic words.</li> </ol> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 3-5 and Affixes.</p> <p><i>Clarification 2:</i> See Affixes and the Parts of Speech They Form.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.3.F.1.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.</p> <p><i>Clarification 2:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p><i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.3.R.1.1:	<p>Explain how one or more characters develop throughout the plot in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> When explaining character development, students will include character traits, feelings, motivations, and</p>

responses to situations.  
Standard Relation to Course: Major

ELA.3.R.1.2:	Explain a theme and how it develops, using details, in a literary text. Standard Relation to Course: Major
ELA.3.R.1.3:	Explain different characters' perspectives in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation. Standard Relation to Course: Major
ELA.3.R.1.4:	Identify types of poems: free verse, rhymed verse, haiku, and limerick. <b>Clarifications:</b> <i>Clarification 1:</i> For examples of these forms, see Appendix B. Standard Relation to Course: Major
ELA.3.R.2.1:	Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts. Standard Relation to Course: Major
ELA.3.R.2.2:	Identify the central idea and explain how relevant details support that idea in a text. Standard Relation to Course: Major
ELA.3.R.2.3:	Explain the development of an author's purpose in an informational text. Standard Relation to Course: Major
ELA.3.R.2.4:	Identify an author's claim and explain how an author uses evidence to support the claim. Standard Relation to Course: Major
ELA.3.R.3.1:	Identify and explain metaphors, personification, and hyperbole in text(s). <b>Clarifications:</b> <i>Clarification 1:</i> In addition to the types of figurative language listed in this benchmark, students are still working with types from previous grades such as simile, alliteration, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Elementary Figurative Language.  Standard Relation to Course: Major
ELA.3.R.3.2:	Summarize a text to enhance comprehension.  a. Include plot and theme for a literary text. b. Use the central idea and relevant details for an informational text. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark. Standard Relation to Course: Major
ELA.3.R.3.3:	Compare and contrast how two authors present information on the same topic or theme. Standard Relation to Course: Major
ELA.3.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. Standard Relation to Course: Major
ELA.3.V.1.2:	Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> See Common Greek and Latin Roots 3-5 and Affixes. Standard Relation to Course: Major
ELA.3.V.1.3:	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.3.R.3.1 and Elementary Figurative Language.  Standard Relation to Course: Major
ELA.4.C.1.1:	Demonstrate legible cursive writing skills. <b>Clarifications:</b> <i>Clarification 1:</i> Students will produce cursive writing that can be consistently read by others. Standard Relation to Course: Major
ELA.4.C.1.2:	Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases. <b>Clarifications:</b> <i>Clarification 1:</i> Students were introduced to dialogue in 3rd grade. Although it is not mentioned specifically in this benchmark, students should continue to practice the technique and receive instruction in it. Dialogue is included for mastery in the 5th grade benchmark.  <i>Clarification 2:</i> See Writing Types.

	<p><b>Standard Relation to Course: Major</b></p>
ELA.4.C.1.3:	<p>Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.C.1.4:	<p>Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.C.1.5:	<p>Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student’s speech impediment should not be considered as impeding clear pronunciation.</p> <p><i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use subject-verb agreement with intervening clauses and phrases.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>• Use conjunctions.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use principal modals to indicate the mood of a verb.</li> <li>• Use appositives, main clauses, and subordinate clauses.</li> <li>• Recognize and correct inappropriate shifts in tense and number.</li> <li>• Use conjunctions correctly to join words and phrases in a sentence.</li> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.C.4.1:	<p>Conduct research to answer a question, organizing information about the topic, using multiple valid sources.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.C.5.1:	<p>Arrange multimedia elements to create emphasis in oral or written tasks.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize a point made within the task, perhaps by showing examples or data to emphasize a point. The elements should be smoothly integrated.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.C.5.2:	<p>Use digital writing tools individually or collaboratively to plan, draft, and revise writing.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.F.1.3:	<p>Use knowledge of grade-level phonics and word-analysis skills to decode words.</p> <p>a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> At this level of reading, a student who is decoding at the phoneme level (i.e., “e-n-t-er-t-ai-n”) may decode a given text but will struggle with fluency and comprehension. As such, phonics instruction should move toward decoding at the syllabication and morpheme level. For example, when a 4th-grader encounters the word “entertain” in text, we want him or her to segment by syllable (i.e., “en-ter-tain”) or by morphological structure (i.e., “enter-tain”).</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.</p>

ELA.4.F.1.4:	<p><i>Clarification 2:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p><i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.R.1.1:	<p>Explain how setting, events, conflict, and character development contribute to the plot in a literary text.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.R.1.2:	<p>Explain a stated or implied theme and how it develops, using details, in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.R.1.3:	<p>Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.R.1.4:	<p>Explain how rhyme and structure create meaning in a poem.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.R.2.1:	<p>Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.R.2.2:	<p>Explain how relevant details support the central idea, implied or explicit.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.R.2.3:	<p>Explain an author's perspective toward a topic in an informational text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.R.2.4:	<p>Explain an author's claim and the reasons and evidence used to support the claim.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.R.3.1:	<p>Explain how figurative language contributes to meaning in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Elementary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.R.3.2:	<p>Summarize a text to enhance comprehension.</p> <ol style="list-style-type: none"> <li>a. Include plot and theme for a literary text.</li> <li>b. Include the central idea and relevant details for an informational text.</li> </ol> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.R.3.3:	<p>Compare and contrast accounts of the same event using primary and/or secondary sources.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Introduce the terms "primary sources" and "secondary sources."</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.V.1.2:	<p>Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 3-5 and Affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.V.1.3:	<p>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p>

	<p><i>Clarification 3:</i> See ELA.4.R.3.1 and Elementary Figurative Language.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.5.C.1.1:	<p>Demonstrate fluent and legible cursive writing skills.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will use cursive writing to produce legible works within the same timeframe as they would use for writing in print.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.5.C.1.2:	<p>Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.5.C.1.3:	<p>Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.5.C.1.4:	<p>Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.5.C.1.5:	<p>Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.5.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This is the initial grade level that introduces appropriate pacing. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.</p> <p><i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.5.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use principal modals to indicate the mood of a verb.</li> <li>• Use appositives, main clauses, and subordinate clauses.</li> <li>• Recognize and correct inappropriate shifts in tense and number.</li> <li>• Use conjunctions correctly to join words and phrases in a sentence.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use comparative and superlative forms of adjectives.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> <li>• Vary sentence structure.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.5.C.4.1:	<p>Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p><b>Standard Relation to Course:</b> Major</p>
ELA.5.C.5.1:	<p>Arrange multimedia elements to create emphasis in oral or written tasks.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize or clarify a point made within the task, perhaps by showing examples to clarify a claim or data to emphasize a point. The elements should be smoothly integrated.</p> <p><b>Standard Relation to Course:</b> Major</p>

ELA.5.C.5.2:	Use digital writing tools individually or collaboratively to plan, draft, and revise writing. <b>Standard Relation to Course: Major</b>
	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.
ELA.5.F.1.3:	a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context. <b>Standard Relation to Course: Major</b>
	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. <b>Clarifications:</b> <i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.
ELA.5.F.1.4:	<i>Clarification 2:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. <i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. <b>Standard Relation to Course: Major</b>
ELA.5.R.1.1:	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text. <b>Standard Relation to Course: Major</b>
	Explain the development of stated or implied theme(s) throughout a literary text. <b>Clarifications:</b>
ELA.5.R.1.2:	<i>Clarification 1:</i> Where the development of multiple themes is being explained, the themes may come from the same or multiple literary texts. <b>Standard Relation to Course: Major</b>
	Describe how an author develops a character's perspective in a literary text. <b>Clarifications:</b>
ELA.5.R.1.3:	<i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." <b>Standard Relation to Course: Major</b>
	Explain how figurative language and other poetic elements work together in a poem. <b>Clarifications:</b>
ELA.5.R.1.4:	<i>Clarification 1:</i> Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom. Other examples can be used in instruction. <i>Clarification 2:</i> Poetic elements to be used for the purposes of this benchmark are form, rhyme, meter, line breaks, and imagery. <b>Standard Relation to Course: Major</b>
	Explain how text structures and/or features contribute to the overall meaning of texts. <b>Clarifications:</b>
ELA.5.R.2.1:	<i>Clarification 1:</i> For more information, see Text Structures and Text Features. <b>Standard Relation to Course: Major</b>
ELA.5.R.2.2:	Explain how relevant details support the central idea(s), implied or explicit. <b>Standard Relation to Course: Major</b>
	Analyze an author's purpose and/or perspective in an informational text. <b>Clarifications:</b>
ELA.5.R.2.3:	<i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." <b>Standard Relation to Course: Major</b>
	Track the development of an argument, identifying the specific claim(s), evidence, and reasoning. <b>Clarifications:</b>
ELA.5.R.2.4:	<i>Clarification 1:</i> A claim is a statement that asserts something is true. A claim can either be fact or opinion. Claims can be used alone or with other claims to form a larger argument. <b>Standard Relation to Course: Major</b>
ELA.5.R.3.1:	Analyze how figurative language contributes to meaning in text(s). <b>Standard Relation to Course: Major</b>
	Summarize a text to enhance comprehension.
ELA.5.R.3.2:	a. Include plot and theme for a literary text. b. Include the central idea and relevant details for an informational text. <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark. <b>Standard Relation to Course: Major</b>
ELA.5.R.3.3:	Compare and contrast primary and secondary sources related to the same topic. <b>Standard Relation to Course: Major</b>
	Use grade-level academic vocabulary appropriately in speaking and writing. <b>Clarifications:</b>
ELA.5.V.1.1:	<i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. <b>Standard Relation to Course: Major</b>
	Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content. <b>Clarifications:</b> <i>Clarification 1:</i> See Common Greek and Latin Roots 3-5.
ELA.5.V.1.2:	



Standard Relation to Course: Major

Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

**Clarifications:**

*Clarification 1:* Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.5.R.3.1 and Elementary Figurative Language.

ELA.5.V.1.3:

Standard Relation to Course: Major

Print many upper- and lowercase letters.

**Clarifications:**

*Clarification 1:* Students should attend to spacing between letters.

*Clarification 2:* Of the many letters students need to be able to print, all vowels must be included. For example, a student who can print 22 letters, both upper- and lowercase, but not "a" or "A" has not mastered the benchmark.

ELA.K.C.1.1:

Standard Relation to Course: Major

Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.

**Clarifications:**

*Clarification 1:* The product can be written, drawn, dictated, or a combination of all.

*Clarification 2:* See Writing Types.

ELA.K.C.1.2:

Standard Relation to Course: Major

Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.

**Clarifications:**

*Clarification 1:* The product can be written, oral, drawn, dictated, or a combination of all.

*Clarification 2:* See Writing Types.

ELA.K.C.1.3:

Standard Relation to Course: Major

Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.

**Clarifications:**

*Clarification 1:* The product can be written, drawn, dictated, or a combination of all.

*Clarification 2:* Some opinion can be added to the information, but it should mostly be factual. It is important that students understand the difference between writing to explain and writing to express an opinion.

*Clarification 3:* See Writing Types.

Standard Relation to Course: Major

ELA.K.C.1.4:

With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.

**Clarifications:**

*Clarification 1:* "As needed" refers to the fact that sometimes instruction will focus on a specific skill or part of the process. For example, a lesson may focus on planning. In those instances, only the planning step would be focused on. By the end of the year, students should have ample opportunities to engage in planning, revising, and editing.

Standard Relation to Course: Major

ELA.K.C.1.5:

Present information orally using complete sentences.

**Clarifications:**

*Clarification 1:* For further guidance, see the Elementary Oral Communication Rubric.

Standard Relation to Course: Major

ELA.K.C.2.1:

Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

**Clarifications:**

*Clarification 1:* Skills to be mastered at this grade level are as follows:

- Begin each sentence with a capital letter and use ending punctuation.
- Capitalize the days of the week, the months of the year, and the pronoun I.
- Form regular plural nouns orally by adding /s/ or /es/.
- Use interrogatives to ask questions.

ELA.K.C.3.1:

Skills to be implemented but not yet mastered are as follows:

- Capitalize proper nouns.
- Form and use simple verb tenses for regular verbs by adding the affix -ed.
- Form and use complete simple sentences.
- Use possessives.
- Use subject-verb agreement in simple sentences.

*Clarification 2:* See Convention Progression by Grade Level for more information.

Standard Relation to Course: Major

ELA.K.C.4.1:

Recall information to answer a question about a single topic.

Standard Relation to Course: Major

Use a multimedia element to enhance oral or written tasks.

**Clarifications:**

*Clarification 1:* Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation.

ELA.K.C.5.1:

Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation. At this grade level, the element should relate to the task but that relationship may be tangential. It does not require but can include the use of computers.

**Standard Relation to Course: Major**

Demonstrate knowledge of the basic concepts of print.

- a. Locate a printed word on a page.
- b. Distinguish letters from words within sentences.
- c. Match print to speech to demonstrate that language is represented by print.
- d. Identify parts of a book (front cover, back cover, title page).
- e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.
- f. Identify all upper- and lowercase letters of the alphabet.
- g. Recognize that print conveys specific meaning and pictures may support meaning.

ELA.K.F.1.1:

**Clarifications:**

*Clarification 1:* Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult.

**Standard Relation to Course: Major**

Demonstrate phonological awareness.

- a. Blend and segment syllables in spoken words.
- b. Identify and produce alliterative and rhyming words.
- c. Blend and segment onset and rimes of single-syllable words.
- d. Identify the initial, medial, and final sound of spoken words.
- e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.
- f. Segment and blend phonemes in single-syllable spoken words.

ELA.K.F.1.2:

**Clarifications:**

*Clarification 1:* Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge.

**Standard Relation to Course: Major**

Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

- a. Demonstrate knowledge of the most frequent sound for each consonant.
- b. Demonstrate knowledge of the short and long sounds for the five major vowels.
- c. Decode consonant-vowel-consonant (CVC) words.
- d. Encode consonant-vowel-consonant (CVC) words.

ELA.K.F.1.3:

**Clarifications:**

*Clarification 1:* Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

*Clarification 2:* Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

**Standard Relation to Course: Major**

Recognize and read with automaticity grade-level high frequency words.

**Clarifications:**

*Clarification 1:* See Dolch and Fry word lists.

ELA.K.F.1.4:

*Clarification 2:* Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

**Standard Relation to Course: Major**

Describe the main character(s), setting, and important events in a story.

**Clarifications:**

*Clarification 1:* In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on.

*Clarification 2:* For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.

*Clarification 3:* Descriptions can be oral, either in response to a question or through discussion.

**Standard Relation to Course: Major**

ELA.K.R.1.1:

Explain the roles of author and illustrator of a story.

**Clarifications:**

*Clarification 1:* Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss' *Hop on Pop* where Dr. Seuss performs both roles.

ELA.K.R.1.3:

*Clarification 2:* Students should also explain that both authors and illustrators contribute to the meaning of the text.

**Standard Relation to Course: Major**

Identify rhyme in a poem.

**Clarifications:**

*Clarification 1:* This benchmark builds on the skills from the phonological awareness benchmark ELA.K.F.1.2(b): Identify and produce alliterative and rhyming words. The expectation is that students identify rhyming words in a poem that is read aloud.

*Clarification 2:* Students will also note where the rhyme is coming, e.g., at the end of a line.

**Standard Relation to Course: Major**

Use titles, headings, and illustrations to predict and confirm the topic of texts.

**Clarifications:**

*Clarification 1:* The step of confirming the prediction is essential to mastery of this benchmark.

**Standard Relation to Course: Major**

Identify the topic of and multiple details in a text.

**Clarifications:**

*Clarification 1:* The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book *Why Should I Recycle?* is recycling.

**Standard Relation to Course: Major**

Explain the difference between opinions and facts about a topic.

**Clarifications:**

*Clarification 1:* Students will explain which statements are fact and which are opinion within a text.

*Clarification 2:* Students will orally explain that facts are things that a person knows about something and that can be proven true or false. Students will orally explain that opinions are what a person thinks about something, often related to feelings or beliefs. Opinions cannot be proven true or false.

*Example:* "Dogs need food and water to survive" is a fact. It can be proven to be true. "Dogs are the best pets" is an opinion. It's what someone may think, but it can't be proven.

**Standard Relation to Course: Major**

Identify and explain descriptive words in text(s).

**Clarifications:**

*Clarification 1:* Students will explain examples of descriptive words in text and how they add meaning.

*Clarification 2:* Students will be introduced to the academic vocabulary word "adjective." However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text.

**Standard Relation to Course: Major**

Retell a text orally to enhance comprehension:

- a. Use main character(s), setting, and important events for a story.
- b. Use topic and details for an informational text.

**Clarifications:**

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

**Standard Relation to Course: Major**

Compare and contrast characters' experiences in stories.

**Clarifications:**

*Clarification 1:* Students will orally compare and contrast the experiences that characters have had, comparing them to those experienced by other characters, in the same story or a different story. Those experiences can be expressed as events, feelings, or behaviors.

**Standard Relation to Course: Major**

Use grade-level academic vocabulary appropriately in speaking and writing.

**Clarifications:**

*Clarification 1:* Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course: Major**

Ask and answer questions about unfamiliar words in grade-level content.

**Standard Relation to Course: Major**

Identify and sort common words into basic categories, relating vocabulary to background knowledge.

**Clarifications:**

*Clarification 1:* Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

*Clarification 2:* See Context Clues and Word Relationships.

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

**Clarifications:**

ELA.K12.EE.1.1:	<p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course may be composed of a multilevel classroom with learners from diverse backgrounds at varying proficiency levels using a standards-based curriculum. This course supports students who are struggling with written and oral communication. Each student's curriculum should be defined using the most appropriate standards from those listed below to meet the individual's needs.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency

and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

## VERSION REQUIREMENTS

One-third of all Kindergarten-5th grade Sample ELA Book List(s) should be used in instruction, with a focus on grade-appropriate texts specific to student needs.

## GENERAL INFORMATION

**Course Number:** 5010030

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades PreK to 5 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** General >

**Abbreviated Title:** FNC BAS SKLS  
COMMS E

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Draft - Course Pending Approval

## Educator Certifications

Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Reading (Elementary and Secondary Grades K-12)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Primary Education (K-3)
English (Elementary Grades 1-6)

# Language Arts - Kindergarten (#5010041) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.K.C.1.1:	<p>Print many upper- and lowercase letters.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students should attend to spacing between letters.</p> <p><i>Clarification 2:</i> Of the many letters students need to be able to print, all vowels must be included. For example, a student who can print 22 letters, both upper- and lowercase, but not “a” or “A” has not mastered the benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K.C.1.2:	<p>Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The product can be written, drawn, dictated, or a combination of all.</p> <p><i>Clarification 2:</i> See Writing Types.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K.C.1.3:	<p>Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The product can be written, oral, drawn, dictated, or a combination of all.</p> <p><i>Clarification 2:</i> See Writing Types.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K.C.1.4:	<p>Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The product can be written, drawn, dictated, or a combination of all.</p> <p><i>Clarification 2:</i> Some opinion can be added to the information, but it should mostly be factual. It is important that students understand the difference between writing to explain and writing to express an opinion.</p> <p><i>Clarification 3:</i> See Writing Types.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K.C.1.5:	<p>With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> “As needed” refers to the fact that sometimes instruction will focus on a specific skill or part of the process. For example, a lesson may focus on planning. In those instances, only the planning step would be focused on. By the end of the year, students should have ample opportunities to engage in planning, revising, and editing.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K.C.2.1:	<p>Present information orally using complete sentences.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For further guidance, see the Elementary Oral Communication Rubric.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Begin each sentence with a capital letter and use ending punctuation.</li> <li>• Capitalize the days of the week, the months of the year, and the pronoun I.</li> <li>• Form regular plural nouns orally by adding /s/ or /es/.</li> <li>• Use interrogatives to ask questions.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Capitalize proper nouns.</li> <li>• Form and use simple verb tenses for regular verbs by adding the affix -ed.</li> <li>• Form and use complete simple sentences.</li> <li>• Use possessives.</li> <li>• Use subject-verb agreement in simple sentences.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K.C.4.1:	<p>Recall information to answer a question about a single topic.</p> <p><b>Standard Relation to Course: Major</b></p>

Use a multimedia element to enhance oral or written tasks.

**Clarifications:**

*Clarification 1:* Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation.

ELA.K.C.5.1:

Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation. At this grade level, the element should relate to the task but that relationship may be tangential. It does not require but can include the use of computers.

**Standard Relation to Course: Major**

Demonstrate knowledge of the basic concepts of print.

- a. Locate a printed word on a page.
- b. Distinguish letters from words within sentences.
- c. Match print to speech to demonstrate that language is represented by print.
- d. Identify parts of a book (front cover, back cover, title page).
- e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.
- f. Identify all upper- and lowercase letters of the alphabet.
- g. Recognize that print conveys specific meaning and pictures may support meaning.

ELA.K.F.1.1:

**Clarifications:**

*Clarification 1:* Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult.

**Standard Relation to Course: Major**

Demonstrate phonological awareness.

- a. Blend and segment syllables in spoken words.
- b. Identify and produce alliterative and rhyming words.
- c. Blend and segment onset and rimes of single-syllable words.
- d. Identify the initial, medial, and final sound of spoken words.
- e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.
- f. Segment and blend phonemes in single-syllable spoken words.

ELA.K.F.1.2:

**Clarifications:**

*Clarification 1:* Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge.

**Standard Relation to Course: Major**

Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

- a. Demonstrate knowledge of the most frequent sound for each consonant.
- b. Demonstrate knowledge of the short and long sounds for the five major vowels.
- c. Decode consonant-vowel-consonant (CVC) words.
- d. Encode consonant-vowel-consonant (CVC) words.

ELA.K.F.1.3:

**Clarifications:**

*Clarification 1:* Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

*Clarification 2:* Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

**Standard Relation to Course: Major**

Recognize and read with automaticity grade-level high frequency words.

**Clarifications:**

*Clarification 1:* See Dolch and Fry word lists.

ELA.K.F.1.4:

*Clarification 2:* Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

**Standard Relation to Course: Major**

Describe the main character(s), setting, and important events in a story.

**Clarifications:**

*Clarification 1:* In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on.

*Clarification 2:* For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.

*Clarification 3:* Descriptions can be oral, either in response to a question or through discussion.

**Standard Relation to Course: Major**

ELA.K.R.1.1:

Explain the roles of author and illustrator of a story.

**Clarifications:**

*Clarification 1:* Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss' *Hop on Pop* where Dr. Seuss performs both roles.

ELA.K.R.1.3:

*Clarification 2:* Students should also explain that both authors and illustrators contribute to the meaning of the text.

**Standard Relation to Course: Major**

Identify rhyme in a poem.

**Clarifications:**

*Clarification 1:* This benchmark builds on the skills from the phonological awareness benchmark ELA.K.F.1.2(b): Identify and produce alliterative and rhyming words. The expectation is that students identify rhyming words in a poem that is read aloud.

*Clarification 2:* Students will also note where the rhyme is coming, e.g., at the end of a line.

**Standard Relation to Course: Major**

Use titles, headings, and illustrations to predict and confirm the topic of texts.

**Clarifications:**

*Clarification 1:* The step of confirming the prediction is essential to mastery of this benchmark.

**Standard Relation to Course: Major**

Identify the topic of and multiple details in a text.

**Clarifications:**

*Clarification 1:* The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book *Why Should I Recycle?* is recycling.

**Standard Relation to Course: Major**

Explain the difference between opinions and facts about a topic.

**Clarifications:**

*Clarification 1:* Students will explain which statements are fact and which are opinion within a text.

*Clarification 2:* Students will orally explain that facts are things that a person knows about something and that can be proven true or false. Students will orally explain that opinions are what a person thinks about something, often related to feelings or beliefs. Opinions cannot be proven true or false.

*Example:* “Dogs need food and water to survive” is a fact. It can be proven to be true. “Dogs are the best pets” is an opinion. It’s what someone may think, but it can’t be proven.

**Standard Relation to Course: Major**

Identify and explain descriptive words in text(s).

**Clarifications:**

*Clarification 1:* Students will explain examples of descriptive words in text and how they add meaning.

*Clarification 2:* Students will be introduced to the academic vocabulary word “adjective.” However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text.

**Standard Relation to Course: Major**

Retell a text orally to enhance comprehension:

- a. Use main character(s), setting, and important events for a story.
- b. Use topic and details for an informational text.

**Clarifications:**

*Clarification 1:* Most grade-level texts are appropriate for this benchmark.

**Standard Relation to Course: Major**

Compare and contrast characters’ experiences in stories.

**Clarifications:**

*Clarification 1:* Students will orally compare and contrast the experiences that characters have had, comparing them to those experienced by other characters, in the same story or a different story. Those experiences can be expressed as events, feelings, or behaviors.

**Standard Relation to Course: Major**

Use grade-level academic vocabulary appropriately in speaking and writing.

**Clarifications:**

*Clarification 1:* Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Standard Relation to Course: Major**

Ask and answer questions about unfamiliar words in grade-level content.

**Standard Relation to Course: Major**

Identify and sort common words into basic categories, relating vocabulary to background knowledge.

**Clarifications:**

*Clarification 1:* Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

*Clarification 2:* See Context Clues and Word Relationships.

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

**Clarifications:**



ELA.K12.EE.1.1:	<p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of kindergarten. The standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. Knowledge acquisition should be the primary purpose of any reading approach as systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

## VERSION REQUIREMENTS

Build background knowledge in K-5 with a balance of approximately 50% informational texts and 50% literary texts

Approximately one-third of the titles from the Kindergarten Sample Book List should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 5010041

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General >

**Abbreviated Title:** LANG ARTS GRADE K

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** K

## Educator Certifications

Elementary Education (Elementary Grades 1-6)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Early Childhood Education (Early Childhood)
Elementary Education (Grades K-6)
English (Elementary Grades 1-6)

# Language Arts - Grade One (#5010042) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.1.C.1.1:	<p>Print all upper- and lowercase letters.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students should have adequate spacing between letters and/or words.            Standard Relation to Course: Major</p>
ELA.1.C.1.2:	<p>Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.1.C.1.3:	<p>Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.1.C.1.4:	<p>Write expository texts about a topic, using a source, providing facts and a sense of closure.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.1.C.1.5:	<p>With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.            Standard Relation to Course: Major</p>
ELA.1.C.2.1:	<p>Present information orally using complete sentences and appropriate volume.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For further guidance, see the Elementary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.1.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Capitalize proper nouns.</li> <li>• Form and use simple verb tenses for regular verbs by adding the affix -ed.</li> <li>• Form and use complete simple sentences.</li> <li>• Use possessives.</li> <li>• Use subject-verb agreement in simple sentences.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Form plurals -y to -ies.</li> <li>• Conjugate regular and irregular verb tenses.</li> <li>• Form and use regular and frequently occurring irregular plural nouns.</li> <li>• Form and use the past tense of frequently occurring irregular verbs.</li> <li>• Use apostrophes to form contractions.</li> <li>• Appropriately use pronouns.</li> <li>• Use commas in a series.</li> <li>• Use plural possessives.</li> <li>• Use interjections.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.1.C.4.1:	<p>Participate in research to gather information to answer a question about a single topic.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The question could ask for an explanation or could ask how to do something, where the appropriate response could be to give a sequence of steps or instructions.            Standard Relation to Course: Major</p>
ELA.1.C.5.1:	<p>Use a multimedia element to enhance oral or written tasks.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation.</p> <p>At this grade level, the element should relate to the task. As long as the student is able to explain how the picture relates, the multimedia element is suitable. The element may be shared at the beginning or added on to the end instead of shared</p>

during the course of the task. There is no expectation that the element be integrated into the task.

Standard Relation to Course: Major

ELA.1.C.5.2:

Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.

Standard Relation to Course: Major

ELA.1.F.1.1:

Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.

Standard Relation to Course: Major

Demonstrate phonological awareness.

- a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.
- b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.
- c. Blend single-syllable spoken words with at least five phonemes.
- d. Segment single-syllable spoken words with at least five phonemes.
- e. Segment and blend phonemes in multi-syllable spoken words.

ELA.1.F.1.2:

**Clarifications:**

*Clarification 1:* Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.

Standard Relation to Course: Major

Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

- a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.
- b. Decode simple words with r-controlled vowels.
- c. Decode and encode regularly spelled one-syllable words.
- d. Decode words with inflectional endings.
- e. Decode two-syllable words with regular patterns by breaking the words into syllables.
- f. Decode words that use final –e and vowel teams to make long-vowel sound.

ELA.1.F.1.3:

**Clarifications:**

*Clarification 1:* Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

*Clarification 2:* Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

Standard Relation to Course: Major

Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

- a. Recognize and read with automaticity the grade-level sight words.

**Clarifications:**

*Clarification 1:* See Dolch and Fry word lists.

*Clarification 2:* Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

*Clarification 3:* See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed.

*Clarification 4:* “Appropriate prosody” refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

*Clarification 5:* Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

Standard Relation to Course: Major

Identify and describe the main story elements in a story.

**Clarifications:**

*Clarification 1:* Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.

ELA.1.R.1.1:

*Clarification 2:* In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.

*Clarification 3:* For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.

Standard Relation to Course: Major

Identify and explain the moral of a story.

**Clarifications:**

*Clarification 1:* This benchmark introduces the moral of a story as a precursor to theme in 2nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories have a lesson by referring to stories read that did not have a moral or a lesson.

ELA.1.R.1.2:

Standard Relation to Course: Major

ELA.1.R.1.3:	<p>Explain who is telling the story using context clues.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will use the term “narrator” to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking.</p> <p>Standard Relation to Course: Major</p>
ELA.1.R.1.4:	<p>Identify stanzas and line breaks in poems.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> This benchmark can be paired with R.1.1, R.1.2, R.1.3 and R.3.2 for instruction with story poems.</p> <p>Standard Relation to Course: Major</p>
ELA.1.R.2.1:	<p>Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.</p> <p>Standard Relation to Course: Major</p>
ELA.1.R.2.2:	<p>Identify the topic of and relevant details in a text.</p> <p>Standard Relation to Course: Major</p>
ELA.1.R.2.3:	<p>Explain similarities and differences between information provided in visuals and words in an informational text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> When explaining similarities and differences, students will also explain how the visuals and words help the reader make sense of the topic.</p> <p><i>Clarification 2:</i> During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.</p> <p>Standard Relation to Course: Major</p>
ELA.1.R.2.4:	<p>Identify an author’s opinion(s) about the topic.</p> <p>Standard Relation to Course: Major</p>
ELA.1.R.3.1:	<p>Identify and explain descriptive words and phrases in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Continue to expose students to the academic vocabulary word “adjective.” Discussion should focus on how the descriptive words add meaning to the text.</p> <p>Standard Relation to Course: Major</p>
ELA.1.R.3.2:	<p>Retell a text in oral or written form to enhance comprehension.</p> <p>a. Use main story elements at the beginning, middle, and end for a literary text.</p> <p>b. Use topic and important details for an informational text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p>Standard Relation to Course: Major</p>
ELA.1.R.3.3:	<p>Compare and contrast two texts on the same topic.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.</p> <p>Standard Relation to Course: Major</p>
ELA.1.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p>Standard Relation to Course: Major</p>
ELA.1.V.1.2:	<p>Identify and use frequently occurring base words and their common inflections in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Base Words for frequently occurring base words.</p> <p><i>Clarification 2:</i> Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information.</p> <p><i>Example:</i> Regular verbs add the inflectional ending -ed to indicate the past tense.</p> <p>Standard Relation to Course: Major</p>
ELA.1.V.1.3:	<p>Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p>Standard Relation to Course: Major</p>
	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can</p>

consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**Standard Relation to Course: Supporting**

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**Standard Relation to Course: Supporting**

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**Standard Relation to Course: Supporting**

ELA.K12.EE.6.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**Standard Relation to Course: Supporting**

ELD.K12.ELL.LA.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

**Standard Relation to Course: Supporting**

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

**Standard Relation to Course: Supporting**

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 1st grade. The standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. Knowledge acquisition should be the primary purpose of any reading approach as systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### VERSION REQUIREMENTS

Build background knowledge in K-5 with a balance of approximately 50% informational texts and 50% literary texts

Approximately one-third of the titles from the 1st Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 5010042

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades PreK to 5 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** General >

**Abbreviated Title:** LANG ARTS GRADE

1

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 1

### Educator Certifications

Elementary Education (Elementary Grades 1-6)

Primary Education (K-3)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Elementary Education (Grades K-6)

English (Elementary Grades 1-6)

# Language Arts - Grade Two (#5010043) 2021 - And Beyond (current)

## Course Standards

Name	Description
ELA.2.C.1.1:	Demonstrate legible printing skills. <b>Standard Relation to Course: Major</b>
ELA.2.C.1.2:	Write personal or fictional narratives using a logical sequence of events, transitions, and an ending. <b>Clarifications:</b> Clarification 1: See Writing Types. <b>Standard Relation to Course: Major</b>
ELA.2.C.1.3:	Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types. <b>Standard Relation to Course: Major</b>
ELA.2.C.1.4:	Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types. <b>Standard Relation to Course: Major</b>
ELA.2.C.1.5:	Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers. <b>Clarifications:</b> <i>Clarification 1:</i> "As needed" refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in. <b>Standard Relation to Course: Major</b>
ELA.2.C.2.1:	Present information orally using complete sentences, appropriate volume, and clear pronunciation. <b>Clarifications:</b> <i>Clarification 1:</i> Clear pronunciation shows an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.  <i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric. <b>Standard Relation to Course: Major</b>
ELA.2.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Form plurals -y to -ies.</li> <li>• Use apostrophes to form contractions.</li> <li>• Appropriately use pronouns.</li> <li>• Use commas in a series.</li> <li>• Use plural possessives.</li> <li>• Use interjections.</li> </ul> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Conjugate regular and irregular verb tenses.</li> <li>• Form and use regular and frequently occurring irregular plural nouns.</li> <li>• Form and use the past tense of frequently occurring irregular verbs.</li> <li>• Maintain consistent verb tense across paragraphs.</li> <li>• Form and use irregular plural nouns.</li> <li>• Form and use the progressive and perfect verb tenses.</li> <li>• Use simple modifiers.</li> <li>• Use prepositions and prepositional phrases.</li> <li>• Form and use compound sentences.</li> <li>• Use quotation marks with dialogue and direct quotations.</li> <li>• Use commas to indicate direct address.</li> <li>• Use subject-verb agreement with intervening clauses and phrases.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information. <b>Standard Relation to Course: Major</b>
ELA.2.C.4.1:	Participate in research to gather information to answer a question about a single topic using multiple sources. <b>Standard Relation to Course: Major</b>  Use one or more multimedia element(s) to enhance oral or written tasks.



ELA.2.C.5.1:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the element(s) should relate directly to the task. There is no expectation that the element(s) be integrated into the task. The student can but is not required to use more than one multimedia element.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.2.C.5.2:	<p>Use digital tools to produce and publish writing individually or with peers and with support from adults.</p> <p><b>Standard Relation to Course: Major</b></p> <p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</p> <ol style="list-style-type: none"> <li>Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).</li> <li>Decode regularly spelled two-syllable words with long and short vowels.</li> <li>Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).</li> <li>Decode words with common prefixes and suffixes.</li> <li>Decode words with silent letter combinations (e.g., knight, comb, island, ghost).</li> </ol>
ELA.2.F.1.3:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).</p> <p><i>Clarification 2:</i> Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.2.F.1.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Dolch and Fry word lists.</p> <p><i>Clarification 2:</i> Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p> <p><i>Clarification 3:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCMP), a measure that combines accuracy with rate.</p> <p><i>Clarification 4:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p><i>Clarification 5:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.2.R.1.1:	<p>Identify plot structure and describe main story elements in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.</p> <p><i>Clarification 2:</i> For setting, students will describe where and when the events of the story are happening. The time element of setting will be addressed even when not explicitly indicated in the text.</p> <p><i>Clarification 3:</i> For character, student's will describe characters' traits, feelings, and behaviors.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.2.R.1.2:	<p>Identify and explain a theme of a literary text.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.2.R.1.3:	<p>Identify different characters' perspectives in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Identify rhyme schemes in poems.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will mark rhyme scheme and recognize rhyme scheme notation. Rhyme scheme notation uses capital letters, starting with A to mark the end of each line, repeating the letter for each line in the poem that rhymes with that line and progressing through the alphabet for each new end rhyme. Lines designated with the same letter all rhyme with each other.</p> <p><i>Examples:</i></p> <p>I never saw a Purple Cow, A  I never hope to see one; B  But I can tell you, anyhow, A</p>

ELA.2.R.1.4:	<p>I'd rather see than be one! B</p> <p style="text-align: center;">–Gelett Burgess</p> <p>Little Miss Muffet                    A  Sat on a tuffet,                    A  Eating her curds and whey;        B  Along came a spider                C  Who sat down beside her         C  And frightened Miss Muffet away. B</p> <p style="text-align: center;">–Traditional Nursery Rhyme</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.2.R.2.1:	<p>Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.2.R.2.2:	<p>Identify the central idea and relevant details in a text.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.2.R.2.3:	<p>Explain an author's purpose in an informational text.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.2.R.2.4:	<p>Explain an author's opinion(s) and supporting evidence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.2.R.3.1:	<p>Identify and explain similes, idioms, and alliteration in text(s).</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.2.R.3.2:	<p>Retell a text to enhance comprehension.</p> <p>a. Use main story elements in a logical sequence for a literary text.  b. Use the central idea and relevant details for an informational text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.2.R.3.3:	<p>Compare and contrast important details presented by two texts on the same topic or theme.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For literary texts, students can compare and contrast story elements such as characters, illustrations, and sequence of events.  <i>Clarification 2:</i> The different versions may be of the same or different formats.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.2.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.2.V.1.2:	<p>Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Base Words.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.2.V.1.3:	<p>Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.  <i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p>

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**Standard Relation to Course: Supporting**

ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. <b>Standard Relation to Course: Supporting</b>
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. <b>Standard Relation to Course: Additional</b>
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 2nd grade. The standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. Knowledge acquisition should be the primary purpose of any reading approach as systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

## VERSION REQUIREMENTS

Build background knowledge in K-5 with a balance of approximately 50% informational texts and 50% literary texts

Approximately one-third of the titles from the 2nd Grade Sample Book List should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 5010043

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades PreK to 5 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** General >

**Abbreviated Title:** LANG ARTS GRADE

2

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 2

## Educator Certifications

Elementary Education (Elementary Grades 1-6)

Primary Education (K-3)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Elementary Education (Grades K-6)

English (Elementary Grades 1-6)

# Language Arts - Grade Three (#5010044) 2015 - 2022 (current)

## Course Standards

### Additional Requirements:

The following Florida State Standards for the Mathematical Practices (MP) are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.3.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Demonstrate beginning cursive writing skills.</li> <li>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>Form and use regular and irregular plural nouns.</li> <li>Use abstract nouns (e.g., childhood, friendship, courage).</li> <li>Form and use regular and irregular verbs.</li> <li>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>Ensure subject-verb and pronoun-antecedent agreement.</li> <li>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>Use coordinating and subordinating conjunctions.</li> <li>Produce simple, compound, and complex sentences.</li> </ol>
LAFS.3.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize appropriate words in titles.</li> <li>Use commas in addresses.</li> <li>Use commas and quotation marks in dialogue.</li> <li>Form and use possessives.</li> <li>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</li> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ol>
LAFS.3.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrases for effect.</li> <li>Recognize and observe differences between the conventions of spoken and written standard English.</li> </ol>
LAFS.3.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</li> <li>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</li> <li>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ol>
LAFS.3.L.3.5:	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</li> <li>Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>).</li> <li>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</li> </ol>
LAFS.3.L.3.6:	<p>Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p>

LAFS.3.RF.3.3:	<ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multisyllable words.</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ul>
LAFS.3.RF.4.4:	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
LAFS.3.RI.1.1:	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.RI.1.2:	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LAFS.3.RI.1.3:	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
LAFS.3.RI.2.4:	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LAFS.3.RI.2.5:	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LAFS.3.RI.2.6:	Distinguish their own point of view from that of the author of a text.
LAFS.3.RI.3.7:	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LAFS.3.RI.3.8:	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
LAFS.3.RI.3.9:	Compare and contrast the most important points and key details presented in two texts on the same topic.
LAFS.3.RI.4.10:	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
LAFS.3.RL.1.1:	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.RL.1.2:	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
LAFS.3.RL.1.3:	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
LAFS.3.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LAFS.3.RL.2.5:	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LAFS.3.RL.2.6:	Distinguish their own point of view from that of the narrator or those of the characters.
LAFS.3.RL.3.7:	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LAFS.3.RL.3.9:	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LAFS.3.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
LAFS.3.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>d. Explain their own ideas and understanding in light of the discussion.</li> </ul>
LAFS.3.SL.1.2:	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.3.SL.1.3:	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LAFS.3.SL.2.4:	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LAFS.3.SL.2.5:	Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.
LAFS.3.SL.2.6:	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists</li> </ul>

LAFS.3.W.1.1:	<p>reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>
LAFS.3.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>
LAFS.3.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>
LAFS.3.W.2.4:	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
LAFS.3.W.2.5:	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
LAFS.3.W.2.6:	<p>With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
LAFS.3.W.3.7:	<p>Conduct short research projects that build knowledge about a topic.</p>
LAFS.3.W.3.8:	<p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
LAFS.3.W.4.10:	<p>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 discipline-specific tasks, purposes, and audiences.</p>
HE.3.B.3.1:	<p>Locate resources from home, school, and community that provide valid health information.</p> <p><b>Clarifications:</b> Internet, media, television, radio, brochures, books, professional interviews, hospital, and Department of Health.</p>
HE.3.B.3.2:	<p>Describe criteria for selecting health information, resources, products, and services.</p> <p><b>Clarifications:</b> Directions on packaging and, consumer safety, television, radio, telephone, and reputable websites.</p>
HE.3.B.4.1:	<p>Identify effective verbal and nonverbal communication skills to enhance health.</p> <p><b>Clarifications:</b> Listing the effects of facial expressions, body language, verbal cues, sign language, braille, and asking questions seeking further clarification/understanding.</p>
HE.3.B.4.2:	<p>Demonstrate refusal skills that avoid or reduce health risks.</p> <p><b>Clarifications:</b> Making clear statements, expressing feelings, asking for help, and learning how to say "no."</p>
HE.3.B.4.3:	<p>Demonstrate nonviolent strategies to manage or resolve conflict.</p> <p><b>Clarifications:</b> Role playing, age-appropriate skills for conflict resolution, mediation, and assertive-communication skills.</p>
HE.3.B.4.4:	<p>Explain ways to ask for assistance to enhance personal health.</p> <p><b>Clarifications:</b> Group discussions, ask orally, and ask in writing.</p>
HE.3.B.5.1:	<p>Recognize circumstances that can help or hinder healthy decision making.</p> <p><b>Clarifications:</b> Media health messages, practices of family and peers, and knowledge of topic.</p>
HE.3.C.1.3:	<p>Describe ways a safe, healthy classroom can promote personal health.</p> <p><b>Clarifications:</b> Frequent hand washing, access to water fountains, area clear of clutter and organized, proper use and disposal of tissues, proper use of hand sanitizers, no sharing of food, and respect for others.</p>
HE.3.C.2.5:	<p>Discuss the positive and negative impacts media may have on health.</p> <p><b>Clarifications:</b> Positives: choosing healthy foods, exercising, being physically active and not using drugs, acceptance of cultural diversity. Negatives: unhealthy fast foods, "couch potato" inactivity, media messages about body shape and size, violence in the media, violent video/computer games, and too much screen time.</p>
SC.3.N.1.3:	<p>Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.</p>
SC.3.N.1.4:	<p>Recognize the importance of communication among scientists.</p>
SC.3.N.1.5:	<p>Recognize that scientists question, discuss, and check each other's evidence and explanations.</p>
SC.3.N.1.6:	<p>Infer based on observation.</p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>

ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.3.C.1.2:	Describe how government gains its power from the people.
SS.3.C.2.1:	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues. <b>Clarifications:</b> Examples are food drives, book drives, community, clean-up, voting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course description defines what students should understand and be able to do by the end of Grade 3.

### GENERAL NOTES

#### Special Notes:

#### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

**Course Number:** 5010044

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General > **Abbreviated Title:** LANG ARTS GRADE 3

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course      **Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** K,1,2,3,4,5

### Educator Certifications

Elementary Education (Elementary Grades 1-6)
Primary Education (K-3)
English (Elementary Grades 1-6)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Elementary Education (Grades K-6)





# Language Arts - Grade Three (#5010044) 2022 - And Beyond

## Course Standards

Name	Description
ELA.3.C.1.1:	Write in cursive all upper- and lowercase letters. <b>Standard Relation to Course: Major</b>
ELA.3.C.1.2:	Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types. <b>Standard Relation to Course: Major</b>
ELA.3.C.1.3:	Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types. <b>Standard Relation to Course: Major</b>
ELA.3.C.1.4:	Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques. <b>Standard Relation to Course: Major</b>
ELA.3.C.1.5:	Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers. <b>Clarifications:</b> <i>Clarification 1:</i> As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in. <b>Standard Relation to Course: Major</b>
ELA.3.C.2.1:	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation. <b>Clarifications:</b> <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, and expressive delivery. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This grade level introduces an expectation that the information be presented in a logical sequence. A student may self-correct an error in sequence.  <i>Clarification 2:</i> For further guidance, see the <i>Elementary Oral Communication Rubric</i> . <b>Standard Relation to Course: Major</b>
ELA.3.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Conjugate regular and irregular verb tenses.</li> <li>• Form and use regular and frequently occurring irregular plural nouns.</li> <li>• Form and use the past tense of frequently occurring irregular verbs. • Maintain consistent verb tense across paragraphs.</li> <li>• Form and use irregular plural nouns.</li> <li>• Form and use the progressive and perfect verb tenses.</li> <li>• Use simple modifiers.</li> <li>• Use prepositions and prepositional phrases.</li> <li>• Form and use compound sentences.</li> <li>• Use quotation marks with dialogue and direct quotations. • Use commas to indicate direct address.</li> </ul> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Use subject-verb agreement with intervening clauses and phrases.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>• Use conjunctions.</li> <li>• Use principal modals to indicate the mood of a verb.</li> <li>• Use appositives, main clauses, and subordinate clauses.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information. <b>Standard Relation to Course: Major</b>
	Conduct research to answer a question, organizing information about the topic from multiple sources.

ELA.3.C.4.1:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.  <b>Standard Relation to Course:</b> Major</p>
ELA.3.C.5.1:	<p>Use two or more multimedia elements to enhance oral or written tasks.  <b>Clarifications:</b>  <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the elements should relate directly to the presentation. The elements can reinforce or complement the information being shared. There is no expectation that the elements be fully integrated into the presentation.  <b>Standard Relation to Course:</b> Major</p>
ELA.3.C.5.2:	<p>Use digital writing tools individually or collaboratively to plan, draft, and revise writing.  <b>Standard Relation to Course:</b> Major</p>
ELA.3.F.1.3:	<p>Use knowledge of grade-level phonics and word-analysis skills to decode words.</p> <ol style="list-style-type: none"> <li>Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2)</li> <li>Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est).</li> <li>Decode multisyllabic words.</li> </ol> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Common Greek and Latin Roots 3-5 and Affixes.  <i>Clarification 2:</i> See Affixes and the Parts of Speech They Form.  <b>Standard Relation to Course:</b> Major</p>
ELA.3.F.1.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.  <i>Clarification 2:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.  <i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.  <b>Standard Relation to Course:</b> Major</p>
ELA.3.R.1.1:	<p>Explain how one or more characters develop throughout the plot in a literary text.  <b>Clarifications:</b>  <i>Clarification 1:</i> When explaining character development, students will include character traits, feelings, motivations, and responses to situations.  <b>Standard Relation to Course:</b> Major</p>
ELA.3.R.1.2:	<p>Explain a theme and how it develops, using details, in a literary text.  <b>Standard Relation to Course:</b> Major</p>
ELA.3.R.1.3:	<p>Explain different characters' perspectives in a literary text.  <b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.  <b>Standard Relation to Course:</b> Major</p>
ELA.3.R.1.4:	<p>Identify types of poems: free verse, rhymed verse, haiku, and limerick.  <b>Clarifications:</b>  <i>Clarification 1:</i> For examples of these forms, see Appendix B.  <b>Standard Relation to Course:</b> Major</p>
ELA.3.R.2.1:	<p>Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.  <b>Standard Relation to Course:</b> Major</p>
ELA.3.R.2.2:	<p>Identify the central idea and explain how relevant details support that idea in a text.  <b>Standard Relation to Course:</b> Major</p>
ELA.3.R.2.3:	<p>Explain the development of an author's purpose in an informational text.  <b>Standard Relation to Course:</b> Major</p>
ELA.3.R.2.4:	<p>Identify an author's claim and explain how an author uses evidence to support the claim.  <b>Standard Relation to Course:</b> Major</p>
ELA.3.R.3.1:	<p>Identify and explain metaphors, personification, and hyperbole in text(s).  <b>Clarifications:</b>  <i>Clarification 1:</i> In addition to the types of figurative language listed in this benchmark, students are still working with types from previous grades such as simile, alliteration, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Elementary Figurative Language.  <b>Standard Relation to Course:</b> Major</p>
ELA.3.R.3.2:	<p>Summarize a text to enhance comprehension.</p> <ol style="list-style-type: none"> <li>Include plot and theme for a literary text.</li> <li>Use the central idea and relevant details for an informational text.</li> </ol>

	<p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.  <b>Standard Relation to Course:</b> Major</p>
ELA.3.R.3.3:	<p>Compare and contrast how two authors present information on the same topic or theme.  <b>Standard Relation to Course:</b> Major</p>
ELA.3.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.  <b>Clarifications:</b>  <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.  <b>Standard Relation to Course:</b> Major</p>
ELA.3.V.1.2:	<p>Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Common Greek and Latin Roots 3-5 and Affixes.  <b>Standard Relation to Course:</b> Major</p>
ELA.3.V.1.3:	<p>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.  <b>Clarifications:</b>  <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.  <i>Clarification 2:</i> See Context Clues and Word Relationships.    <i>Clarification 3:</i> See ELA.3.R.3.1 and Elementary Figurative Language.  <b>Standard Relation to Course:</b> Major</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.  <b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.    2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.    4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.    6-8 Students continue with previous skills and use a style guide to create a proper citation.    9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.  <b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.    In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.    In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.  <b>Standard Relation to Course:</b> Supporting</p>
	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b></p>

ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. Standard Relation to Course: Supporting
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 3rd grade. The standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. Knowledge acquisition should be the primary purpose of any reading approach as systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### VERSION REQUIREMENTS

Build background knowledge in K-5 with a balance of approximately 50% informational texts and 50% literary texts

Approximately one-third of the titles from the 3rd Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 5010044

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General > **Abbreviated Title:** LANG ARTS GRADE 3  
**Course Length:** Year (Y)  
**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 3

**Educator Certifications**

Elementary Education (Elementary Grades 1-6)

Primary Education (K-3)

Prekindergarten/Primary Education (Age 3 through Grade 3)

Elementary Education (Grades K-6)

English (Elementary Grades 1-6)

# Language Arts - Grade Four (#5010045) 2015 - 2022 (current)

## Course Standards

### Additional Requirements:

The following Standards for the Mathematical Practices (MP) are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.4.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Demonstrate legible cursive writing skills.</li> <li>Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</li> <li>Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li> <li>Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>).</li> <li>Form and use prepositional phrases.</li> <li>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</li> </ol>
LAFS.4.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use correct capitalization.</li> <li>Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>Use a comma before a coordinating conjunction in a compound sentence.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ol>
LAFS.4.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrases to convey ideas precisely.</li> <li>Choose punctuation for effect.</li> <li>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</li> </ol>
LAFS.4.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol>
LAFS.4.L.3.5:	<p>Demonstrate understanding of word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ol>
LAFS.4.L.3.6:	<p>Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>
LAFS.4.RF.3.3:	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</li> </ol>
	<p>Read with sufficient accuracy and fluency to support comprehension.</p>

LAFS.4.RF.4.4:	<ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
LAFS.4.RI.1.1:	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RI.1.2:	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LAFS.4.RI.1.3:	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LAFS.4.RI.2.4:	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
LAFS.4.RI.2.5:	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LAFS.4.RI.2.6:	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
LAFS.4.RI.3.7:	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LAFS.4.RI.3.8:	Explain how an author uses reasons and evidence to support particular points in a text.
LAFS.4.RI.3.9:	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LAFS.4.RI.4.10:	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.4.RL.1.1:	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RL.1.2:	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LAFS.4.RL.1.3:	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
LAFS.4.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
LAFS.4.RL.2.5:	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
LAFS.4.RL.2.6:	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LAFS.4.RL.3.7:	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
LAFS.4.RL.3.9:	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LAFS.4.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.4.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>
LAFS.4.SL.1.2:	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.4.SL.1.3:	Identify the reasons and evidence a speaker provides to support particular points.
LAFS.4.SL.2.4:	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.4.SL.2.5:	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LAFS.4.SL.2.6:	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
LAFS.4.W.1.1:	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.



LAFS.4.W.1.2:	<p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>
LAFS.4.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
LAFS.4.W.2.4:	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.4.W.2.5:	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LAFS.4.W.2.6:	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LAFS.4.W.3.7:	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LAFS.4.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LAFS.4.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>
LAFS.4.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
HE.4.B.3.1:	<p>Describe characteristics of valid health information, products, and services.</p> <p><b>Clarifications:</b> Professional certification, components of proper labeling, complete directions for use, source, and date.</p>
HE.4.B.3.2:	<p>Construct criteria for selecting health resources, products, services, and reputable technologies.</p> <p><b>Clarifications:</b> Asking if health resources are safe, affordable, and available.</p>
HE.4.B.4.1:	<p>Explain effective verbal and nonverbal communication skills to enhance health.</p> <p><b>Clarifications:</b> Practicing assertive, aggressive, and passive response; and demonstrating empathy for individuals affected by diseases or disabilities.</p>
HE.4.B.4.2:	<p>Identify refusal skills and negotiation skills that avoid or reduce health risks.</p> <p><b>Clarifications:</b> Expressing feelings, offering alternatives, and reporting danger.</p>
HE.4.B.4.3:	<p>Discuss nonviolent strategies to manage or resolve conflict.</p> <p><b>Clarifications:</b> Talking to the resource officer, “cool-off” period; physical activities; quiet time; compromise; and rock, paper, scissors.</p>
HE.4.B.4.4:	<p>Demonstrate ways to ask for assistance to enhance personal health.</p> <p><b>Clarifications:</b> Verbalize, write, text, email, and draw.</p>
HE.4.B.5.1:	<p>Identify circumstances that can help or hinder healthy decision making.</p> <p><b>Clarifications:</b> Lack of knowledge, lack of support, and cultural norms.</p>
HE.4.C.1.3:	<p>Describe ways a safe, healthy school environment can promote personal health.</p> <p><b>Clarifications:</b> Safety patrols, school crossing guards, hand-washing supplies in restrooms, healthy snack choices, school-wide expectations, be prepared, punctual, and problem solving.</p>
HE.4.C.2.5:	<p>Explain how media influences personal thoughts, feelings, and health behaviors.</p> <p><b>Clarifications:</b> Insidious marketing/product placement, branding, and anti-drug campaigns.</p>
SC.4.N.1.3:	Explain that science does not always follow a rigidly defined method (“the scientific method”) but that science does involve the use of observations and empirical evidence.
SC.4.N.1.4:	Attempt reasonable answers to scientific questions and cite evidence in support.

SC.4.N.1.5:	Compare the methods and results of investigations done by other classmates.
SC.4.N.1.6:	Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.4.C.1.1:	Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.
SS.4.C.2.3:	Explain the importance of public service, voting, and volunteerism.

## General Course Information and Notes

### VERSION DESCRIPTION

This course description defines what students should understand and be able to do by the end of Grade 4.

### GENERAL NOTES

#### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

**Course Number:** 5010045

**Course Path: Section:** Grades PreK to

12 Education Courses > **Grade Group:**

Grades PreK to 5 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** General >

**Abbreviated Title:** LANG ARTS GRADE

4

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** K,1,2,3,4,5

### Educator Certifications

Elementary Education (Elementary Grades 1-6)

English (Elementary Grades 1-6)

Elementary Education (Grades K-6)



# Language Arts - Grade Four (#5010045) 2022 - And Beyond

## Course Standards

Name	Description
ELA.4.C.1.1:	<p>Demonstrate legible cursive writing skills.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will produce cursive writing that can be consistently read by others.            Standard Relation to Course: Major</p>
ELA.4.C.1.2:	<p>Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students were introduced to dialogue in 3rd grade. Although it is not mentioned specifically in this benchmark, students should continue to practice the technique and receive instruction in it. Dialogue is included for mastery in the 5th grade benchmark.  <i>Clarification 2:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.4.C.1.3:	<p>Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.            Standard Relation to Course: Major</p>
ELA.4.C.1.4:	<p>Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.            Standard Relation to Course: Major</p>
ELA.4.C.1.5:	<p>Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.            Standard Relation to Course: Major</p>
ELA.4.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.  <i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.4.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use subject-verb agreement with intervening clauses and phrases.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>• Use conjunctions.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use principal modals to indicate the mood of a verb.</li> <li>• Use appositives, main clauses, and subordinate clauses.</li> <li>• Recognize and correct inappropriate shifts in tense and number.</li> <li>• Use conjunctions correctly to join words and phrases in a sentence.</li> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.4.C.4.1:	<p>Conduct research to answer a question, organizing information about the topic, using multiple valid sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.            Standard Relation to Course: Major</p> <p>Arrange multimedia elements to create emphasis in oral or written tasks.</p>

ELA.4.C.5.1:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize a point made within the task, perhaps by showing examples or data to emphasize a point. The elements should be smoothly integrated.  <b>Standard Relation to Course: Major</b></p>
ELA.4.C.5.2:	<p>Use digital writing tools individually or collaboratively to plan, draft, and revise writing.  <b>Standard Relation to Course: Major</b></p>
	<p>Use knowledge of grade-level phonics and word-analysis skills to decode words.</p> <p>a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.</p>
ELA.4.F.1.3:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> At this level of reading, a student who is decoding at the phoneme level (i.e., “e-n-t-er-t-ai-n”) may decode a given text but will struggle with fluency and comprehension.  As such, phonics instruction should move toward decoding at the syllabication and morpheme level. For example, when a 4th-grader encounters the word “entertain” in text, we want him or her to segment by syllable (i.e., “en-ter-tain”) or by morphological structure (i.e., “enter-tain”).  <b>Standard Relation to Course: Major</b></p>
ELA.4.F.1.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.  <i>Clarification 2:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.  <i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.  <b>Standard Relation to Course: Major</b></p>
ELA.4.R.1.1:	<p>Explain how setting, events, conflict, and character development contribute to the plot in a literary text.  <b>Standard Relation to Course: Major</b></p>
ELA.4.R.1.2:	<p>Explain a stated or implied theme and how it develops, using details, in a literary text.  <b>Clarifications:</b>  <i>Clarification 1:</i> An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.  <b>Standard Relation to Course: Major</b></p>
ELA.4.R.1.3:	<p>Identify the narrator’s point of view and explain the difference between a narrator’s point of view and character perspective in a literary text.  <b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.  <b>Standard Relation to Course: Major</b></p>
ELA.4.R.1.4:	<p>Explain how rhyme and structure create meaning in a poem.  <b>Standard Relation to Course: Major</b></p>
ELA.4.R.2.1:	<p>Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.  <b>Standard Relation to Course: Major</b></p>
ELA.4.R.2.2:	<p>Explain how relevant details support the central idea, implied or explicit.  <b>Standard Relation to Course: Major</b></p>
ELA.4.R.2.3:	<p>Explain an author’s perspective toward a topic in an informational text.  <b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.”  <b>Standard Relation to Course: Major</b></p>
ELA.4.R.2.4:	<p>Explain an author’s claim and the reasons and evidence used to support the claim.  <b>Standard Relation to Course: Major</b></p>
ELA.4.R.3.1:	<p>Explain how figurative language contributes to meaning in text(s).  <b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See Elementary Figurative Language.  <b>Standard Relation to Course: Major</b></p>
ELA.4.R.3.2:	<p>Summarize a text to enhance comprehension.</p> <p>a. Include plot and theme for a literary text.  b. Include the central idea and relevant details for an informational text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>

	<b>Standard Relation to Course: Major</b>
ELA.4.R.3.3:	<p>Compare and contrast accounts of the same event using primary and/or secondary sources.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Introduce the terms “primary sources” and “secondary sources.”</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.V.1.2:	<p>Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 3-5 and Affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.4.V.1.3:	<p>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.4.R.3.1 and Elementary Figurative Language.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
	Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 4th grade. The standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. Knowledge acquisition should be the primary purpose of any reading approach as systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### VERSION REQUIREMENTS

Build background knowledge in K-5 with a balance of approximately 50% informational texts and 50% literary texts

Approximately one-third of the titles from the 4th Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 5010045

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General >

**Abbreviated Title:** LANG ARTS GRADE 4

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course      **Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 4

**Educator Certifications**

Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)

English (Elementary Grades 1-6)



# Language Arts - Grade Five (#5010046) 2015 - 2022 (current)

## Course Standards

### Additional Requirements:

The following Florida Standards for the Mathematical Practices (MP) are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
LAFS.5.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Demonstrate fluent and legible cursive writing skills.</li> <li>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</li> <li>Use verb tense to convey various times, sequences, states, and conditions.</li> <li>Recognize and correct inappropriate shifts in verb tense.</li> <li>Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</li> </ol>
LAFS.5.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation to separate items in a series.</li> <li>Use a comma to separate an introductory element from the rest of the sentence.</li> <li>Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> <li>Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ol>
LAFS.5.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.</li> </ol>
LAFS.5.L.3.4:	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol>
LAFS.5.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figurative language, including similes and metaphors, in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ol>
LAFS.5.L.3.6:	<p>Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>
LAFS.5.RF.3.3:	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ol>
LAFS.5.RF.4.4:	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>

LAFS.5.RI.1.1:	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.5.RI.1.2:	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LAFS.5.RI.1.3:	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LAFS.5.RI.2.4:	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
LAFS.5.RI.2.5:	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LAFS.5.RI.2.6:	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LAFS.5.RI.3.7:	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LAFS.5.RI.3.8:	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LAFS.5.RI.3.9:	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LAFS.5.RI.4.10:	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
LAFS.5.RL.1.1:	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.5.RL.1.2:	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
LAFS.5.RL.1.3:	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LAFS.5.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LAFS.5.RL.2.5:	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LAFS.5.RL.2.6:	Describe how a narrator’s or speaker’s point of view influences how events are described.
LAFS.5.RL.3.7:	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LAFS.5.RL.3.9:	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LAFS.5.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
LAFS.5.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
LAFS.5.SL.1.2:	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.5.SL.1.3:	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LAFS.5.SL.2.4:	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.5.SL.2.5:	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LAFS.5.SL.2.6:	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LAFS.5.W.1.1:	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>
LAFS.5.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> </ul>

- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

LAFS.5.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
LAFS.5.W.2.4:	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.5.W.2.5:	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.5.W.2.6:	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LAFS.5.W.3.7:	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
LAFS.5.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LAFS.5.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</li> <li>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</li> </ul>
LAFS.5.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
HE.5.B.3.1:	<p>Discuss characteristics of valid health information, products, and services.</p> <p><b>Clarifications:</b> Reliable source, current information, and medically accurate information.</p>
HE.5.B.3.2:	<p>Evaluate criteria for selecting health resources, products, and services.</p> <p><b>Clarifications:</b> Function, directions for use, competence of the provider, and costs.</p>
HE.5.B.4.1:	<p>Illustrate techniques of effective verbal and nonverbal communication skills to enhance health.</p> <p><b>Clarifications:</b> Written or verbal communication, body language, and conflict- resolution skills.</p>
HE.5.B.4.2:	<p>Discuss refusal skills and negotiation skills that avoid or reduce health risks.</p> <p><b>Clarifications:</b> States desires clearly, offer alternative, use “I” messages, and role play.</p>
HE.5.B.4.3:	<p>Illustrate effective conflict resolution strategies.</p> <p><b>Clarifications:</b> Expressing emotions, listening, and using body language.</p>
HE.5.B.4.4:	<p>Determine ways to ask for assistance to enhance the health of self and others.</p> <p><b>Clarifications:</b> Verbalize, write, and draw.</p>
HE.5.B.5.1:	<p>Describe circumstances that can help or hinder healthy decision making.</p> <p><b>Clarifications:</b> Peer pressure, bullying, substance abuse, and stress.</p>
HE.5.C.1.3:	<p>Explain ways a safe, healthy home and school environment promote personal health.</p> <p><b>Clarifications:</b> Smoke-free environment, clean/orderly environment, behavior rules, and availability of fresh produce.</p>
HE.5.C.2.5:	<p>Determine how media influences family health behaviors and the selection of health information, products, and services.</p> <p><b>Clarifications:</b> Severe-weather alerts, health- product commercials, television cooking shows, and public service announcements.</p>
SC.5.N.1.3:	Recognize and explain the need for repeated experimental trials.
SC.5.N.1.4:	Identify a control group and explain its importance in an experiment.
SC.5.N.1.5:	Recognize and explain that authentic scientific investigation frequently does not parallel the steps of “the scientific method.”
SC.5.N.1.6:	Recognize and explain the difference between personal opinion/interpretation and verified observation.
SS.5.C.1.1:	Explain how and why the United States government was created.
SS.5.C.1.3:	<p>Explain the definition and origin of rights.</p> <p><b>Clarifications:</b></p>

	Examples are John Locke's "state of nature" philosophy, natural rights: rights to life, liberty, property.
SS.5.C.1.5:	Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.
ELD.K.12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course description defines what students should understand and be able to do by the end of Grade 5.

### GENERAL NOTES

#### Special Notes:

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>

### GENERAL INFORMATION

**Course Number:** 5010046

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General > **Abbreviated Title:** LANG ARTS GRADE 5

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course      **Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** K,1,2,3,4,5

### Educator Certifications

Elementary Education (Elementary Grades 1-6)
English (Elementary Grades 1-6)
Middle Grades English (Middle Grades 5-9)
Elementary Education (Grades K-6)



# Language Arts - Grade Five (#5010046) 2022 - And Beyond

## Course Standards

Name	Description
ELA.5.C.1.1:	<p>Demonstrate fluent and legible cursive writing skills.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will use cursive writing to produce legible works within the same timeframe as they would use for writing in print.            Standard Relation to Course: Major</p>
ELA.5.C.1.2:	<p>Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.            Standard Relation to Course: Major</p>
ELA.5.C.1.3:	<p>Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.            Standard Relation to Course: Major</p>
ELA.5.C.1.4:	<p>Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.            Standard Relation to Course: Major</p>
ELA.5.C.1.5:	<p>Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.            Standard Relation to Course: Major</p>
ELA.5.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This is the initial grade level that introduces appropriate pacing. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.</p> <p><i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric.            Standard Relation to Course: Major</p>
ELA.5.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use principal modals to indicate the mood of a verb.</li> <li>• Use appositives, main clauses, and subordinate clauses.</li> <li>• Recognize and correct inappropriate shifts in tense and number.</li> <li>• Use conjunctions correctly to join words and phrases in a sentence.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use comparative and superlative forms of adjectives.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> <li>• Vary sentence structure.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.            Standard Relation to Course: Major</p>
ELA.5.C.4.1:	<p>Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>

	<p><b>Standard Relation to Course: Major</b></p> <p>Arrange multimedia elements to create emphasis in oral or written tasks.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize or clarify a point made within the task, perhaps by showing examples to clarify a claim or data to emphasize a point. The elements should be smoothly integrated.</p>
ELA.5.C.5.1:	<p><b>Standard Relation to Course: Major</b></p> <p>Use digital writing tools individually or collaboratively to plan, draft, and revise writing.</p>
ELA.5.C.5.2:	<p><b>Standard Relation to Course: Major</b></p> <p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</p>
ELA.5.F.1.3:	<p>a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.5.F.1.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.  <i>Clarification 2:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.  <i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.5.R.1.1:	<p>Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.5.R.1.2:	<p>Explain the development of stated or implied theme(s) throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Where the development of multiple themes is being explained, the themes may come from the same or multiple literary texts.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.5.R.1.3:	<p>Describe how an author develops a character's perspective in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.5.R.1.4:	<p>Explain how figurative language and other poetic elements work together in a poem.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom. Other examples can be used in instruction. <i>Clarification 2:</i> Poetic elements to be used for the purposes of this benchmark are form, rhyme, meter, line breaks, and imagery.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.5.R.2.1:	<p>Explain how text structures and/or features contribute to the overall meaning of texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see Text Structures and Text Features.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.5.R.2.2:	<p>Explain how relevant details support the central idea(s), implied or explicit.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.5.R.2.3:	<p>Analyze an author's purpose and/or perspective in an informational text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.5.R.2.4:	<p>Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A claim is a statement that asserts something is true. A claim can either be fact or opinion. Claims can be used alone or with other claims to form a larger argument.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.5.R.3.1:	<p>Analyze how figurative language contributes to meaning in text(s).</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.5.R.3.2:	<p>Summarize a text to enhance comprehension.</p> <p>a. Include plot and theme for a literary text.  b. Include the central idea and relevant details for an informational text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.5.R.3.3:	<p>Compare and contrast primary and secondary sources related to the same topic.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p>

ELA.5.V.1.1:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.  <b>Standard Relation to Course:</b> Major</p>
ELA.5.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.  <b>Clarifications:</b>  <i>Clarification 1:</i> See Common Greek and Latin Roots 3-5.  <b>Standard Relation to Course:</b> Major</p>
ELA.5.V.1.3:	<p>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.  <b>Clarifications:</b>  <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.  <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.5.R.3.1 and Elementary Figurative Language.  <b>Standard Relation to Course:</b> Major</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.  <b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.  <b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.  <b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  <b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.  <b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.  <b>Standard Relation to Course:</b> Supporting</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.  <b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.  <b>Standard Relation to Course:</b> Supporting</p>



ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Standard Relation to Course: Supporting
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Standard Relation to Course: Supporting

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 5th grade. The standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. Knowledge acquisition should be the primary purpose of any reading approach as systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/la.pdf>.

### VERSION REQUIREMENTS

Build background knowledge in K-5 with a balance of approximately 50% informational texts and 50% literary texts

Approximately one-third of the titles from the 5th Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 5010046

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General > **Abbreviated Title:** LANG ARTS GRADE 5  
**Course Length:** Year (Y)  
**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 5

**Educator Certifications**

Elementary Education (Elementary Grades 1-6)
Middle Grades English (Middle Grades 5-9)
Elementary Education (Grades K-6)
English (Elementary Grades 1-6)

# Introduction to Debate Kindergarten (#5010100) 2020 - 2022 (current)

## Course Standards

Name	Description
LAFS.K.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Use frequently occurring nouns and verbs.</li> <li>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ol>
LAFS.K.L.3.5:	With guidance and support from adults, explore word relationships and nuances in word meanings. <ol style="list-style-type: none"> <li>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</li> </ol>
LAFS.K.L.3.6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
LAFS.K.RI.1.1:	With prompting and support, ask and answer questions about key details in a text.
LAFS.K.RI.1.2:	With prompting and support, identify the main topic and retell key details of a text.
LAFS.K.RI.2.4:	With prompting and support, ask and answer questions about unknown words in a text.
LAFS.K.RI.2.5:	Identify the front cover, back cover, and title page of a book.
LAFS.K.RI.2.6:	With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LAFS.K.RI.3.8:	With prompting and support, identify the reasons an author gives to support points in a text.
LAFS.K.SL.1.1:	Participate in collaborative conversations with diverse partners about <i>kindergarten</i> topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>Continue a conversation through multiple exchanges.</li> </ol>
LAFS.K.SL.1.2:	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LAFS.K.SL.1.3:	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LAFS.K.SL.2.4:	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LAFS.K.SL.2.5:	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LAFS.K.SL.2.6:	Speak audibly and express thoughts, feelings, and ideas clearly.
LAFS.K.W.1.2:	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LAFS.K.W.2.5:	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
LAFS.K.W.2.6:	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.K.W.3.7:	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LAFS.K.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

## VERSION DESCRIPTION

Introduction to Debate Kindergarten is to be a course to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. A majority of Kindergarten English Language Arts standards have been included.

## GENERAL NOTES

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - o eye contact and body movements
  - o voice register and choices of language
  - o use of standard English
- using research and writing skills to support selected topics and points of view
  - o across a range of disciplines
  - o using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

## GENERAL INFORMATION

**Course Number:** 5010100

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General >

**Abbreviated Title:** INTRO TO DEBATE GR K

**Course Length:** Multiple (M) - Course length can vary

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** K

## Educator Certifications

Primary Education (K-3)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Early Childhood Education (Early Childhood)
English (Elementary Grades 1-6)

# Introduction to Debate Kindergarten (#5010100) 2022 - And Beyond

## Course Standards

Name	Description
ELA.K.C.1.1:	<p>Print many upper- and lowercase letters.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students should attend to spacing between letters.</p> <p><i>Clarification 2:</i> Of the many letters students need to be able to print, all vowels must be included. For example, a student who can print 22 letters, both upper- and lowercase, but not “a” or “A” has not mastered the benchmark.</p>
ELA.K.C.1.2:	<p>Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The product can be written, drawn, dictated, or a combination of all.</p> <p><i>Clarification 2:</i> See Writing Types.</p>
ELA.K.C.1.3:	<p>Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The product can be written, oral, drawn, dictated, or a combination of all.</p> <p><i>Clarification 2:</i> See Writing Types.</p>
ELA.K.C.1.4:	<p>Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The product can be written, drawn, dictated, or a combination of all.</p> <p><i>Clarification 2:</i> Some opinion can be added to the information, but it should mostly be factual. It is important that students understand the difference between writing to explain and writing to express an opinion.</p> <p><i>Clarification 3:</i> See Writing Types.</p>
ELA.K.C.1.5:	<p>With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> “As needed” refers to the fact that sometimes instruction will focus on a specific skill or part of the process. For example, a lesson may focus on planning. In those instances, only the planning step would be focused on. By the end of the year, students should have ample opportunities to engage in planning, revising, and editing.</p>
ELA.K.C.2.1:	<p>Present information orally using complete sentences.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For further guidance, see the Elementary Oral Communication Rubric.</p>
ELA.K.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Begin each sentence with a capital letter and use ending punctuation.</li> <li>• Capitalize the days of the week, the months of the year, and the pronoun I.</li> <li>• Form regular plural nouns orally by adding /s/ or /es/.</li> <li>• Use interrogatives to ask questions.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Capitalize proper nouns.</li> <li>• Form and use simple verb tenses for regular verbs by adding the affix -ed.</li> <li>• Form and use complete simple sentences.</li> <li>• Use possessives.</li> <li>• Use subject-verb agreement in simple sentences.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
ELA.K.C.4.1:	<p>Recall information to answer a question about a single topic.</p>
ELA.K.C.5.1:	<p>Use a multimedia element to enhance oral or written tasks.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation.</p> <p>Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation. At this grade level, the element should relate to the task but that relationship may be tangential. It does not require but can include</p>

the use of computers.

Describe the main character(s), setting, and important events in a story.

**Clarifications:**

*Clarification 1:* In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on.

*Clarification 2:* For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.

*Clarification 3:* Descriptions can be oral, either in response to a question or through discussion.

ELA.K.R.1.1:

Identify rhyme in a poem.

**Clarifications:**

*Clarification 1:* This benchmark builds on the skills from the phonological awareness benchmark ELA.K.F.1.2(b): Identify and produce alliterative and rhyming words. The expectation is that students identify rhyming words in a poem that is read aloud.

*Clarification 2:* Students will also note where the rhyme is coming, e.g., at the end of a line.

ELA.K.R.1.4:

Identify the topic of and multiple details in a text.

**Clarifications:**

*Clarification 1:* The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book *Why Should I Recycle?* is recycling.

Explain the difference between opinions and facts about a topic.

**Clarifications:**

*Clarification 1:* Students will explain which statements are fact and which are opinion within a text.

*Clarification 2:* Students will orally explain that facts are things that a person knows about something and that can be proven true or false. Students will orally explain that opinions are what a person thinks about something, often related to feelings or beliefs. Opinions cannot be proven true or false.

*Example:* "Dogs need food and water to survive" is a fact. It can be proven to be true. "Dogs are the best pets" is an opinion. It's what someone may think, but it can't be proven.

ELA.K.R.2.2:

ELA.K.R.2.4:

Use grade-level academic vocabulary appropriately in speaking and writing.

**Clarifications:**

*Clarification 1:* Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

ELA.K.V.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:	<b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

Introduction to Debate Kindergarten is to be a course to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. A majority of Kindergarten English Language Arts standards have been included.

### GENERAL NOTES

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
- o eye contact and body movements
- o voice register and choices of language
- o use of standard English
- using research and writing skills to support selected topics and points of view
- o across a range of disciplines
- o using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

### GENERAL INFORMATION

**Course Number:** 5010100

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General >

**Abbreviated Title:** INTRO TO DEBATE GR K

**Course Length:** Multiple (M) - Course length can vary

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** K

### Educator Certifications

Primary Education (K-3)
Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Prekindergarten/Primary Education (Age 3 through Grade 3)
Early Childhood Education (Early Childhood)
English (Elementary Grades 1-6)





# Introduction to Debate Grade 1 (#5010101) 2020 - 2022 (current)

## Course Standards

Name	Description
LAFS.1.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use common, proper, and possessive nouns.</li> <li>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li> <li>Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> <li>Use frequently occurring adjectives.</li> <li>Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>Use determiners (e.g., articles, demonstratives).</li> <li>Use frequently occurring prepositions (e.g., during, beyond, toward).</li> <li>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ol>
LAFS.1.L.3.5:	<p>With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</li> <li>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</li> </ol>
LAFS.1.L.3.6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i> ).
LAFS.1.RI.1.1:	Ask and answer questions about key details in a text.
LAFS.1.RI.1.2:	Identify the main topic and retell key details of a text.
LAFS.1.RI.2.4:	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LAFS.1.RI.2.6:	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LAFS.1.RI.3.8:	Identify the reasons an author gives to support points in a text.
LAFS.1.SL.1.1:	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ol>
LAFS.1.SL.1.2:	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LAFS.1.SL.2.4:	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LAFS.1.SL.2.5:	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LAFS.1.SL.2.6:	Produce complete sentences when appropriate to task and situation.
LAFS.1.W.1.2:	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LAFS.1.W.2.5:	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
LAFS.1.W.2.6:	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.1.W.3.7:	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
LAFS.1.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# General Course Information and Notes

## VERSION DESCRIPTION

Introduction to Debate First Grade is to be a course to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. A majority of First Grade English Language Arts standards have been included.

## GENERAL NOTES

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - o eye contact and body movements
  - o voice register and choices of language
  - o use of standard English
- using research and writing skills to support selected topics and points of view
  - o across a range of disciplines
  - o using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

## GENERAL INFORMATION

**Course Number:** 5010101

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General >

**Abbreviated Title:** INTRO TO DEBATE GR 1

**Course Length:** Multiple (M) - Course length can vary

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 1

## Educator Certifications

Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Primary Education (K-3)
Prekindergarten/Primary Education (Age 3 through Grade 3)
English (Elementary Grades 1-6)

# Introduction to Debate Grade 1 (#5010101) 2022 - And Beyond

## Course Standards

Name	Description
ELA.1.C.1.2:	Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.1.C.1.3:	Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.1.C.1.4:	Write expository texts about a topic, using a source, providing facts and a sense of closure. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.1.C.1.5:	With guidance and support from adults, improve writing, as needed, by planning, revising, and editing. <b>Clarifications:</b> <i>Clarification 1:</i> As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.
ELA.1.C.2.1:	Present information orally using complete sentences and appropriate volume. <b>Clarifications:</b> <i>Clarification 1:</i> For further guidance, see the Elementary Oral Communication Rubric.
ELA.1.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Capitalize proper nouns.</li> <li>• Form and use simple verb tenses for regular verbs by adding the affix -ed.</li> <li>• Form and use complete simple sentences.</li> <li>• Use possessives.</li> <li>• Use subject-verb agreement in simple sentences.</li> </ul> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Form plurals -y to -ies.</li> <li>• Conjugate regular and irregular verb tenses.</li> <li>• Form and use regular and frequently occurring irregular plural nouns.</li> <li>• Form and use the past tense of frequently occurring irregular verbs.</li> <li>• Use apostrophes to form contractions.</li> <li>• Appropriately use pronouns.</li> <li>• Use commas in a series.</li> <li>• Use plural possessives.</li> <li>• Use interjections.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.
ELA.1.C.4.1:	Participate in research to gather information to answer a question about a single topic. <b>Clarifications:</b> <i>Clarification 1:</i> The question could ask for an explanation or could ask how to do something, where the appropriate response could be to give a sequence of steps or instructions.
ELA.1.C.5.1:	Use a multimedia element to enhance oral or written tasks. <b>Clarifications:</b> <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation. At this grade level, the element should relate to the task. As long as the student is able to explain how the picture relates, the multimedia element is suitable. The element may be shared at the beginning or added on to the end instead of shared during the course of the task. There is no expectation that the element be integrated into the task.
ELA.1.R.1.1:	Identify and describe the main story elements in a story. <b>Clarifications:</b> <i>Clarification 1:</i> Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. <i>Clarification 2:</i> In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.

*Clarification 3:* For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.

	Identify and explain the moral of a story. <b>Clarifications:</b>
ELA.1.R.1.2:	<i>Clarification 1:</i> This benchmark introduces the moral of a story as a precursor to theme in 2nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories have a lesson by referring to stories read that did not have a moral or a lesson.
	Explain who is telling the story using context clues. <b>Clarifications:</b>
ELA.1.R.1.3:	<i>Clarification 1:</i> Students will use the term “narrator” to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking.
	Identify stanzas and line breaks in poems. <b>Clarifications:</b>
ELA.1.R.1.4:	<i>Clarification 1:</i> This benchmark can be paired with R.1.1, R.1.2, R.1.3 and R.3.2 for instruction with story poems.
ELA.1.R.2.1:	Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.
ELA.1.R.2.2:	Identify the topic of and relevant details in a text.
	Explain similarities and differences between information provided in visuals and words in an informational text. <b>Clarifications:</b>
ELA.1.R.2.3:	<i>Clarification 1:</i> When explaining similarities and differences, students will also explain how the visuals and words help the reader make sense of the topic.  <i>Clarification 2:</i> During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.
ELA.1.R.2.4:	Identify an author’s opinion(s) about the topic.
	Identify and explain descriptive words and phrases in text(s). <b>Clarifications:</b>
ELA.1.R.3.1:	<i>Clarification 1:</i> Continue to expose students to the academic vocabulary word “adjective.” Discussion should focus on how the descriptive words add meaning to the text.
	Retell a text in oral or written form to enhance comprehension.
ELA.1.R.3.2:	a. Use main story elements at the beginning, middle, and end for a literary text. b. Use topic and important details for an informational text.  <b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
	Compare and contrast two texts on the same topic. <b>Clarifications:</b>
ELA.1.R.3.3:	<i>Clarification 1:</i> Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.
	Use grade-level academic vocabulary appropriately in speaking and writing. <b>Clarifications:</b>
ELA.1.V.1.1:	<i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
	Cite evidence to explain and justify reasoning. <b>Clarifications:</b>
ELA.K12.EE.1.1:	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b>
ELA.K12.EE.2.1:	See Text Complexity for grade-level complexity bands and a text complexity rubric.  Make inferences to support comprehension. <b>Clarifications:</b>

ELA.K12.EE.3.1:	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.
ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b>
ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

Introduction to Debate First Grade is to be a course to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. A majority of First Grade English Language Arts standards have been included.

### GENERAL NOTES

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - o eye contact and body movements
  - o voice register and choices of language
  - o use of standard English
- using research and writing skills to support selected topics and points of view
  - o across a range of disciplines
  - o using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

### GENERAL INFORMATION

**Course Number:** 5010101

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General > **Abbreviated Title:** INTRO TO DEBATE GR 1  
**Course Length:** Multiple (M) - Course length can vary

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Educator Certifications**

Elementary Education (Grades K-6)

Elementary Education (Elementary Grades 1-6)

Primary Education (K-3)

Prekindergarten/Primary Education (Age 3 through Grade 3)

English (Elementary Grades 1-6)

# Introduction to Debate Grade 2 (#5010102) 2020 - 2022 (current)

## Course Standards

Name	Description
LAFS.2.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Demonstrate legible printing skills.</li> <li>Use collective nouns (e.g., group).</li> <li>Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> <li>Use reflexive pronouns (e.g., myself, ourselves).</li> <li>Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li>Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> </ol>
LAFS.2.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize holidays, product names, and geographic names.</li> <li>Use commas in greetings and closings of letters.</li> <li>Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</li> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ol>
LAFS.2.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Compare formal and informal uses of English.</li> </ol>
LAFS.2.L.3.5:	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</li> <li>Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</li> </ol>
LAFS.2.L.3.6:	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>
LAFS.2.RI.1.1:	<p>Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p>
LAFS.2.RI.1.2:	<p>Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>
LAFS.2.RI.2.4:	<p>Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>
LAFS.2.RI.2.6:	<p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>
LAFS.2.RI.3.8:	<p>Describe how an author uses reasons to support specific points in a text.</p>
LAFS.2.SL.1.1:	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol>
LAFS.2.SL.1.2:	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
LAFS.2.SL.1.3:	<p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
LAFS.2.SL.2.4:	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
LAFS.2.SL.2.5:	<p>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
LAFS.2.SL.2.6:	<p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
LAFS.2.W.1.2:	<p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
LAFS.2.W.1.3:	<p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>

LAFS.2.W.2.5:	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
LAFS.2.W.2.6:	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.2.W.3.7:	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LAFS.2.W.3.8:	Recall information from experiences or gather information from provided sources to answer a question.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

Introduction to Debate Second Grade is to be a course to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. A majority of Second Grade English Language Arts standards have been included.

### GENERAL NOTES

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - o eye contact and body movements
  - o voice register and choices of language
  - o use of standard English
- using research and writing skills to support selected topics and points of view
  - o across a range of disciplines
  - o using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

### GENERAL INFORMATION

<b>Course Number:</b> 5010102	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades PreK to 5 Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> General >
	<b>Abbreviated Title:</b> INTRO TO DEBATE GR 2
	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 2
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 2	

### Educator Certifications

Primary Education (K-3)
Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Prekindergarten/Primary Education (Age 3 through Grade 3)
English (Elementary Grades 1-6)





# Introduction to Debate Grade 2 (#5010102) 2022 - And Beyond

## Course Standards

Name	Description
ELA.2.C.1.2:	Write personal or fictional narratives using a logical sequence of events, transitions, and an ending. <b>Clarifications:</b> Clarification 1: See Writing Types.
ELA.2.C.1.3:	Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion. <b>Clarifications:</b> Clarification 1: See Writing Types.
ELA.2.C.1.4:	Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion. <b>Clarifications:</b> Clarification 1: See Writing Types.
ELA.2.C.1.5:	Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers. <b>Clarifications:</b> Clarification 1: "As needed" refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.
ELA.2.C.2.1:	Present information orally using complete sentences, appropriate volume, and clear pronunciation. <b>Clarifications:</b> Clarification 1: Clear pronunciation shows an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.  Clarification 2: For further guidance, see the Elementary Oral Communication Rubric.
ELA.2.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> Clarification 1: Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Form plurals -y to -ies.</li> <li>• Use apostrophes to form contractions.</li> <li>• Appropriately use pronouns.</li> <li>• Use commas in a series.</li> <li>• Use plural possessives.</li> <li>• Use interjections.</li> </ul> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Conjugate regular and irregular verb tenses.</li> <li>• Form and use regular and frequently occurring irregular plural nouns.</li> <li>• Form and use the past tense of frequently occurring irregular verbs.</li> <li>• Maintain consistent verb tense across paragraphs.</li> <li>• Form and use irregular plural nouns.</li> <li>• Form and use the progressive and perfect verb tenses.</li> <li>• Use simple modifiers.</li> <li>• Use prepositions and prepositional phrases.</li> <li>• Form and use compound sentences.</li> <li>• Use quotation marks with dialogue and direct quotations.</li> <li>• Use commas to indicate direct address.</li> <li>• Use subject-verb agreement with intervening clauses and phrases.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> </ul> Clarification 2: See Convention Progression by Grade Level for more information.
ELA.2.C.4.1:	Participate in research to gather information to answer a question about a single topic using multiple sources.
ELA.2.C.5.1:	Use one or more multimedia element(s) to enhance oral or written tasks. <b>Clarifications:</b> Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the element(s) should relate directly to the task. There is no expectation that the element(s) be integrated into the task. The student can but is not required to use more than one multimedia element.
ELA.2.C.5.2:	Use digital tools to produce and publish writing individually or with peers and with support from adults. Identify plot structure and describe main story elements in a literary text.

ELA.2.R.1.1:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.  <i>Clarification 2:</i> For setting, students will describe where and when the events of the story are happening. The time element of setting will be addressed even when not explicitly indicated in the text.  <i>Clarification 3:</i> For character, student's will describe characters' traits, feelings, and behaviors.</p>
ELA.2.R.1.2:	Identify and explain a theme of a literary text.
ELA.2.R.1.3:	<p>Identify different characters' perspectives in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p>
ELA.2.R.1.4:	<p>Identify rhyme schemes in poems.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will mark rhyme scheme and recognize rhyme scheme notation. Rhyme scheme notation uses capital letters, starting with A to mark the end of each line, repeating the letter for each line in the poem that rhymes with that line and progressing through the alphabet for each new end rhyme. Lines designated with the same letter all rhyme with each other.</p> <p><i>Examples:</i></p> <p>I never saw a Purple Cow, A  I never hope to see one; B  But I can tell you, anyhow, A  I'd rather see than be one! B</p> <p style="text-align: right;">–Gelett Burgess</p> <p>Little Miss Muffet                    A  Sat on a tuffet,                    A  Eating her curds and whey;        B  Along came a spider                C  Who sat down beside her          C  And frightened Miss Muffet away. B</p> <p style="text-align: right;">–Traditional Nursery Rhyme</p>
ELA.2.R.2.1:	Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.
ELA.2.R.2.2:	Identify the central idea and relevant details in a text.
ELA.2.R.2.3:	Explain an author's purpose in an informational text.
ELA.2.R.2.4:	Explain an author's opinion(s) and supporting evidence.
ELA.2.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>

	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.
ELA.K12.EE.4.1:	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

Introduction to Debate Second Grade is to be a course to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. A majority of Second Grade English Language Arts standards have been included.

### GENERAL NOTES

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - o eye contact and body movements
  - o voice register and choices of language
  - o use of standard English
- using research and writing skills to support selected topics and points of view
  - o across a range of disciplines
  - o using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

### GENERAL INFORMATION

**Course Number:** 5010102

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:**

Grades PreK to 5 Education Courses >

**Subject:** English/Language Arts >

**SubSubject:** General >

**Abbreviated Title:** INTRO TO DEBATE GR 2

**Course Length:** Multiple (M) - Course length can vary

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 2

**Educator Certifications**

Primary Education (K-3)

Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)

Prekindergarten/Primary Education (Age 3 through Grade 3)

English (Elementary Grades 1-6)

# Introduction to Debate Grade 3 (#5010103) 2020 - 2022 (current)

## Course Standards

Name	Description
LAFS.3.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Demonstrate beginning cursive writing skills.</li> <li>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>Form and use regular and irregular plural nouns.</li> <li>Use abstract nouns (e.g., childhood, friendship, courage).</li> <li>Form and use regular and irregular verbs.</li> <li>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>Ensure subject-verb and pronoun-antecedent agreement.</li> <li>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>Use coordinating and subordinating conjunctions.</li> <li>Produce simple, compound, and complex sentences.</li> </ol>
LAFS.3.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrases for effect.</li> <li>Recognize and observe differences between the conventions of spoken and written standard English.</li> </ol>
LAFS.3.L.3.5:	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</li> <li>Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>).</li> <li>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</li> </ol>
LAFS.3.L.3.6:	<p>Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
LAFS.3.RI.1.1:	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
LAFS.3.RI.1.2:	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
LAFS.3.RI.2.4:	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>
LAFS.3.RI.2.6:	<p>Distinguish their own point of view from that of the author of a text.</p>
LAFS.3.RI.3.8:	<p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
LAFS.3.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>Explain their own ideas and understanding in light of the discussion.</li> </ol>
LAFS.3.SL.1.2:	<p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
LAFS.3.SL.1.3:	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
LAFS.3.SL.2.4:	<p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
LAFS.3.SL.2.5:	<p>Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.</p>
LAFS.3.SL.2.6:	<p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

LAFS.3.W.1.2:	a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
LAFS.3.W.2.4:	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.3.W.2.5:	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LAFS.3.W.3.7:	Conduct short research projects that build knowledge about a topic.
LAFS.3.W.3.8:	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LAFS.3.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

Introduction to Debate Third Grade is to be a course to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. A majority of Third Grade English Language Arts standards have been included.

### GENERAL NOTES

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - o eye contact and body movements
  - o voicG register and choices of language
  - c use of standard English
- using research and writing skills to support selected topics and points of view
  - o across a range of disciplines
  - o using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

### GENERAL INFORMATION

**Course Number:** 5010103

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General >

**Abbreviated Title:** INTRO TO DEBATE GR 3

**Course Length:** Multiple (M) - Course length can vary

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 3

### Educator Certifications

Primary Education (K-3)

Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)

Prekindergarten/Primary Education (Age 3 through Grade 3)

English (Elementary Grades 1-6)



# Introduction to Debate Grade 3 (#5010103) 2022 - And Beyond

## Course Standards

Name	Description
ELA.3.C.1.2:	<p>Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p>
ELA.3.C.1.3:	<p>Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types.</p>
ELA.3.C.1.4:	<p>Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.3.C.1.5:	<p>Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.</p>
ELA.3.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, and expressive delivery. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student’s speech impediment should not be considered as impeding clear pronunciation. This grade level introduces an expectation that the information be presented in a logical sequence. A student may self-correct an error in sequence.</p> <p><i>Clarification 2:</i> For further guidance, see the <i>Elementary Oral Communication Rubric</i>.</p>
ELA.3.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Conjugate regular and irregular verb tenses.</li> <li>• Form and use regular and frequently occurring irregular plural nouns.</li> <li>• Form and use the past tense of frequently occurring irregular verbs. • Maintain consistent verb tense across paragraphs.</li> <li>• Form and use irregular plural nouns.</li> <li>• Form and use the progressive and perfect verb tenses.</li> <li>• Use simple modifiers.</li> <li>• Use prepositions and prepositional phrases.</li> <li>• Form and use compound sentences.</li> <li>• Use quotation marks with dialogue and direct quotations. • Use commas to indicate direct address.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use subject-verb agreement with intervening clauses and phrases.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>• Use conjunctions.</li> <li>• Use principal modals to indicate the mood of a verb.</li> <li>• Use appositives, main clauses, and subordinate clauses.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
ELA.3.C.4.1:	<p>Conduct research to answer a question, organizing information about the topic from multiple sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
	<p>Use two or more multimedia elements to enhance oral or written tasks.</p> <p><b>Clarifications:</b></p>

ELA.3.C.5.1:	<i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the elements should relate directly to the presentation. The elements can reinforce or complement the information being shared. There is no expectation that the elements be fully integrated into the presentation.
ELA.3.C.5.2:	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
ELA.3.R.1.1:	Explain how one or more characters develop throughout the plot in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> When explaining character development, students will include character traits, feelings, motivations, and responses to situations.
ELA.3.R.1.2:	Explain a theme and how it develops, using details, in a literary text.
ELA.3.R.1.3:	Explain different characters' perspectives in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.
ELA.3.R.1.4:	Identify types of poems: free verse, rhymed verse, haiku, and limerick. <b>Clarifications:</b> <i>Clarification 1:</i> For examples of these forms, see Appendix B.
ELA.3.R.2.1:	Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.
ELA.3.R.2.2:	Identify the central idea and explain how relevant details support that idea in a text.
ELA.3.R.2.3:	Explain the development of an author's purpose in an informational text.
ELA.3.R.2.4:	Identify an author's claim and explain how an author uses evidence to support the claim.
ELA.3.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. <b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way

	we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

Introduction to Debate Third Grade is to be a course to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. A majority of Third Grade English Language Arts standards have been included.

### GENERAL NOTES

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - o eye contact and body movements
  - o voicG register and choices of language
  - c use of standard English
- using research and writing skills to support selected topics and points of view
  - o across a range of disciplines
  - o using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

### GENERAL INFORMATION

<p><b>Course Number:</b> 5010103</p> <p><b>Course Type:</b> Elective Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 3</p>	<p><b>Course Path: Section:</b> Grades PreK to 12 Education Courses &gt; <b>Grade Group:</b> Grades PreK to 5 Education Courses &gt; <b>Subject:</b> English/Language Arts &gt; <b>SubSubject:</b> General &gt;</p> <p><b>Abbreviated Title:</b> INTRO TO DEBATE GR 3</p> <p><b>Course Length:</b> Multiple (M) - Course length can vary</p> <p><b>Course Level:</b> 2</p>
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### Educator Certifications

Primary Education (K-3)
Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)
Prekindergarten/Primary Education (Age 3 through Grade 3)
English (Elementary Grades 1-6)

# Introduction to Debate Grade 4 (#5010104) 2020 - 2022 (current)

## Course Standards

Name	Description
LAFS.4.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Demonstrate legible cursive writing skills.</li> <li>Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</li> <li>Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li> <li>Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>).</li> <li>Form and use prepositional phrases.</li> <li>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</li> </ol>
LAFS.4.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrases to convey ideas precisely.</li> <li>Choose punctuation for effect.</li> <li>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</li> </ol>
LAFS.4.L.3.5:	<p>Demonstrate understanding of word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ol>
LAFS.4.L.3.6:	<p>Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>
LAFS.4.RI.1.1:	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
LAFS.4.RI.1.2:	<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
LAFS.4.RI.2.4:	<p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>
LAFS.4.RI.2.5:	<p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>
LAFS.4.RI.2.6:	<p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>
LAFS.4.RI.3.8:	<p>Explain how an author uses reasons and evidence to support particular points in a text.</p>
LAFS.4.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ol>
LAFS.4.SL.1.2:	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
LAFS.4.SL.1.3:	<p>Identify the reasons and evidence a speaker provides to support particular points.</p>
LAFS.4.SL.2.4:	<p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
LAFS.4.SL.2.5:	<p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>

LAFS.4.SL.2.6:	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LAFS.4.W.1.2:	<ol style="list-style-type: none"> <li>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol>
LAFS.4.W.2.4:	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.4.W.2.5:	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LAFS.4.W.2.6:	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LAFS.4.W.3.7:	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LAFS.4.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LAFS.4.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

Introduction to Debate Fourth Grade is to be a course to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. A majority of Fourth Grade English Language Arts standards have been included.

### GENERAL NOTES

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
- o eye contact and body movements
- o voice register and choices of language
- o use of standard English
- using research and writing skills to support selected topics and points of view
- o across a range of disciplines
- o using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

### GENERAL INFORMATION

**Course Number:** 5010104

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General >

**Abbreviated Title:** INTRO TO DEBATE GR 4

**Course Length:** Multiple (M) - Course length can vary

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 4

**Educator Certifications**

Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)

English (Elementary Grades 1-6)

# Introduction to Debate Grade 4 (#5010104) 2022 - And Beyond

## Course Standards

Name	Description
ELA.4.C.1.1:	Demonstrate legible cursive writing skills. <b>Clarifications:</b> <i>Clarification 1:</i> Students will produce cursive writing that can be consistently read by others.
ELA.4.C.1.2:	Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases. <b>Clarifications:</b> <i>Clarification 1:</i> Students were introduced to dialogue in 3rd grade. Although it is not mentioned specifically in this benchmark, students should continue to practice the technique and receive instruction in it. Dialogue is included for mastery in the 5th grade benchmark.  <i>Clarification 2:</i> See Writing Types.
ELA.4.C.1.3:	Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.
ELA.4.C.1.4:	Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.
ELA.4.C.1.5:	Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.
ELA.4.C.2.1:	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation. <b>Clarifications:</b> <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.  <i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric.
ELA.4.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Use subject-verb agreement with intervening clauses and phrases.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>• Use conjunctions.</li> </ul> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Use principal modals to indicate the mood of a verb.</li> <li>• Use appositives, main clauses, and subordinate clauses.</li> <li>• Recognize and correct inappropriate shifts in tense and number.</li> <li>• Use conjunctions correctly to join words and phrases in a sentence.</li> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.
ELA.4.C.4.1:	Conduct research to answer a question, organizing information about the topic, using multiple valid sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.4.C.5.1:	Arrange multimedia elements to create emphasis in oral or written tasks. <b>Clarifications:</b> <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize a point made within the task, perhaps by showing examples or data to emphasize a point. The elements should be smoothly

	integrated.
ELA.4.C.5.2:	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
ELA.4.R.1.1:	Explain how setting, events, conflict, and character development contribute to the plot in a literary text.
ELA.4.R.1.2:	Explain a stated or implied theme and how it develops, using details, in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.
ELA.4.R.1.3:	Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text. <b>Clarifications:</b> <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.
ELA.4.R.1.4:	Explain how rhyme and structure create meaning in a poem.
ELA.4.R.2.1:	Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.
ELA.4.R.2.2:	Explain how relevant details support the central idea, implied or explicit.
ELA.4.R.2.3:	Explain an author's perspective toward a topic in an informational text. <b>Clarifications:</b> <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."
ELA.4.R.2.4:	Explain an author's claim and the reasons and evidence used to support the claim.
ELA.4.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing. <b>Clarifications:</b> <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. <b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.



ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

Introduction to Debate Fourth Grade is to be a course to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. A majority of Fourth Grade English Language Arts standards have been included.

### GENERAL NOTES

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - o eye contact and body movements
  - o voice register and choices of language
  - o use of standard English
- using research and writing skills to support selected topics and points of view
  - o across a range of disciplines
  - o using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

### GENERAL INFORMATION

<b>Course Number:</b> 5010104	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades PreK to 5 Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> General >
	<b>Abbreviated Title:</b> INTRO TO DEBATE GR 4
	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 2
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 4	

### Educator Certifications

Elementary Education (Elementary Grades 1-6)
Elementary Education (Grades K-6)
English (Elementary Grades 1-6)

# Introduction to Debate Grade 5 (#5010105) 2020 - 2022 (current)

## Course Standards

Name	Description
LAFS.5.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Demonstrate fluent and legible cursive writing skills.</li> <li>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</li> <li>Use verb tense to convey various times, sequences, states, and conditions.</li> <li>Recognize and correct inappropriate shifts in verb tense.</li> <li>Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</li> </ol>
LAFS.5.L.2.3:	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.</li> </ol>
LAFS.5.L.3.5:	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figurative language, including similes and metaphors, in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ol>
LAFS.5.L.3.6:	<p>Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>
LAFS.5.RI.1.1:	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
LAFS.5.RI.1.2:	<p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
LAFS.5.RI.2.4:	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>
LAFS.5.RI.2.6:	<p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>
LAFS.5.RI.3.8:	<p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>
LAFS.5.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ol>
LAFS.5.SL.1.2:	<p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
LAFS.5.SL.1.3:	<p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
LAFS.5.SL.2.4:	<p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
LAFS.5.SL.2.5:	<p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
LAFS.5.SL.2.6:	<p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>
LAFS.5.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> </ol>

	<p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>
LAFS.5.W.2.4:	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.5.W.2.5:	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.5.W.2.6:	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LAFS.5.W.3.7:	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
LAFS.5.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LAFS.5.W.4.10:	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 discipline-specific tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

Introduction to Debate Fifth Grade is to be a course to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. A majority of Fifth Grade English Language Arts standards have been included.

### GENERAL NOTES

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

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
- o eye contact and body movements
- o voice register and choices of language
- o use of standard English
- using research and writing skills to support selected topics and points of view
- o across a range of disciplines
- o using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

### GENERAL INFORMATION

**Course Number:** 5010105

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General >

**Abbreviated Title:** INTRO TO DEBATE GR 5

**Course Length:** Multiple (M) - Course length can vary

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 5

**Course Level:** 2

**Educator Certifications**

Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)

English (Elementary Grades 1-6)

Middle Grades English (Middle Grades 5-9)

# Introduction to Debate Grade 5 (#5010105) 2022 - And Beyond

## Course Standards

Name	Description
ELA.5.C.1.1:	Demonstrate fluent and legible cursive writing skills. <b>Clarifications:</b> <i>Clarification 1:</i> Students will use cursive writing to produce legible works within the same timeframe as they would use for writing in print.
ELA.5.C.1.2:	Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.
ELA.5.C.1.3:	Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.
ELA.5.C.1.4:	Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions. <b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.
ELA.5.C.1.5:	Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.
ELA.5.C.2.1:	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing. <b>Clarifications:</b> <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This is the initial grade level that introduces appropriate pacing. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.  <i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric.
ELA.5.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Use principal modals to indicate the mood of a verb.</li> <li>• Use appositives, main clauses, and subordinate clauses.</li> <li>• Recognize and correct inappropriate shifts in tense and number.</li> <li>• Use conjunctions correctly to join words and phrases in a sentence.</li> </ul> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use comparative and superlative forms of adjectives.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> <li>• Vary sentence structure.</li> </ul> <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.
ELA.5.C.4.1:	Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources. <b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.5.C.5.1:	Arrange multimedia elements to create emphasis in oral or written tasks. <b>Clarifications:</b> <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for

example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize or clarify a point made within the task, perhaps by showing examples to clarify a claim or data to emphasize a point. The elements should be smoothly integrated.

ELA.5.C.5.2:	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
ELA.5.R.1.1:	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.
ELA.5.R.1.2:	<p>Explain the development of stated or implied theme(s) throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Where the development of multiple themes is being explained, the themes may come from the same or multiple literary texts.</p>
ELA.5.R.1.3:	<p>Describe how an author develops a character's perspective in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."</p> <p>Explain how figurative language and other poetic elements work together in a poem.</p> <p><b>Clarifications:</b></p>
ELA.5.R.1.4:	<p><i>Clarification 1:</i> Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom. Other examples can be used in instruction. <i>Clarification 2:</i> Poetic elements to be used for the purposes of this benchmark are form, rhyme, meter, line breaks, and imagery.</p>
ELA.5.R.2.1:	<p>Explain how text structures and/or features contribute to the overall meaning of texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see Text Structures and Text Features.</p>
ELA.5.R.2.2:	Explain how relevant details support the central idea(s), implied or explicit.
ELA.5.R.2.3:	<p>Analyze an author's purpose and/or perspective in an informational text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."</p>
ELA.5.R.2.4:	<p>Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A claim is a statement that asserts something is true. A claim can either be fact or opinion. Claims can be used alone or with other claims to form a larger argument.</p>
ELA.5.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>            K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>            See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>            Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>            In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p>

ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
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**Abbreviated Title:** INTRO TO DEBATE GR 5

**Course Length:** Multiple (M) - Course length can vary

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 5

### Educator Certifications

Elementary Education (Elementary Grades 1-6)

Elementary Education (Grades K-6)

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