

# Course: Debate 3 Honors- 1007350

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4414>

## BASIC INFORMATION

<b>Course Number:</b>	1007350
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, Oral Communications, Debate, Debate 3 Honors, Honors, DEBATE 3 HON, Elective
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Oral Communications
<b>Course Title:</b>	Debate 3 Honors
<b>Course Abbreviated Title:</b>	DEBATE 3 HON
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	1
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes

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<b>Version Description:</b>	The purpose of this course is to develop students' enhanced awareness, understanding, and application of language arts as it applies 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.
<b>General Notes:</b>	<p><b>Honors and Advanced Level Course Note:</b> 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.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• delivering and analyzing a variety of argument and debate formats such as <ul style="list-style-type: none"> <li>○ Lincoln-Douglas</li> <li>○ team debate</li> </ul> </li> <li>• delineating and evaluating the argument and specific claims in an oral or written text by <ul style="list-style-type: none"> <li>○ citing specific text evidence</li> <li>○ assessing the validity of the evidence and soundness of the reasoning</li> <li>○ determining the sufficiency of evidence for success</li> <li>○ recognizing when irrelevant evidence or faulty reasoning is introduced</li> </ul> </li> <li>• demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion <ul style="list-style-type: none"> <li>○ eye contact and body movements</li> <li>○ voice register and choices of language</li> <li>○ use of standard English</li> </ul> </li> <li>• using research and writing skills to support selected topics and points of view <ul style="list-style-type: none"> <li>○ across a range of disciplines</li> <li>○ using a range of sources, including digital</li> </ul> </li> <li>• assessing the veracity of claims and the reliability of sources <ul style="list-style-type: none"> <li>○ determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural</li> </ul> </li> </ul>

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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).

*The Core Curriculum 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.*

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## STANDARDS (29)

### 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.

<b><u>LAFS.1112.L.1.1:</u></b>	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
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	<p>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>
<p><a href="#"><u>LAFS.1112.L.2.3:</u></a></p>	<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., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<p><a href="#"><u>LAFS.1112.L.3.4:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.L.3.5:</u></a></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

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	<ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ul>
<a href="#"><u>LAFS.1112.L.3.6:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.1:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.3:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.2.4:</u></a>	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).
<a href="#"><u>LAFS.1112.RI.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.2.6:</u></a>	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.

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<a href="#"><u>LAFS.1112.RI.3.8:</u></a>	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).
<a href="#"><u>LAFS.1112.RL.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.2.4:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.2.6:</u></a>	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).
<a href="#"><u>LAFS.1112.SL.1.1:</u></a>	<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>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</li> </ol>

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	issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<a href="#">LAFS.1112.SL.1.2:</a>	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.
<a href="#">LAFS.1112.SL.1.3:</a>	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.
<a href="#">LAFS.1112.SL.2.4:</a>	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.
<a href="#">LAFS.1112.SL.2.5:</a>	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.
<a href="#">LAFS.1112.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples <b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a> .
<a href="#">LAFS.1112.W.1.1:</a>	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

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	<p>alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none"> <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>
<p><b><u>LAFS.1112.W.1.2:</u></b></p>	<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</li> </ul>

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	<p>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>
<a href="#">LAFS.1112.W.2.4:</a>	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.)
<a href="#">LAFS.1112.W.2.5:</a>	<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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a>.</p>
<a href="#">LAFS.1112.W.2.6:</a>	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.
<a href="#">LAFS.1112.W.3.8:</a>	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.
<a href="#">LAFS.1112.W.3.9:</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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	<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>
<p><b><u>LAFS.1112.W.4.10:</u></b></p>	<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>



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# Course: Debate 4 Honors- 1007360

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4417>

## BASIC INFORMATION

<b>Course Number:</b>	1007360
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Oral Communications, Debate, Debate 4 Honors, Honors, DEBATE 4 HON, Elective
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Oral Communications
<b>Course Title:</b>	Debate 4 Honors
<b>Course Abbreviated Title:</b>	DEBATE 4 HON
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes

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<b>Version Description:</b>	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.
<b>General Notes:</b>	<p><b>Honors and Advanced Level Course Note:</b> 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.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• delivering and analyzing a variety of argument and debate formats such as <ul style="list-style-type: none"> <li>○ Lincoln-Douglas</li> <li>○ team debate</li> </ul> </li> <li>• delineating and evaluating the argument and specific claims in an oral or written text by <ul style="list-style-type: none"> <li>○ citing specific text evidence</li> <li>○ assessing the validity of the evidence and soundness of the reasoning</li> <li>○ determining the sufficiency of evidence for success</li> <li>○ recognizing when irrelevant evidence or faulty reasoning is introduced</li> </ul> </li> <li>• demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion <ul style="list-style-type: none"> <li>○ eye contact and body movements</li> <li>○ voice register and choices of language</li> <li>○ use of standard English</li> </ul> </li> <li>• using research and writing skills to support selected topics and points of view <ul style="list-style-type: none"> <li>○ across a range of disciplines</li> <li>○ using a range of sources, including digital</li> </ul> </li> <li>• assessing the veracity of claims and the reliability of sources <ul style="list-style-type: none"> <li>○ determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)</li> </ul> </li> </ul>

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- 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).

*The Core Curriculum 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.*

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## 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.

### 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., *Merriam-Webster's Dictionary of English*

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	<i>Usage, Garner’s Modern American Usage) as needed.</i>
<a href="#"><u>LAFS.1112.L.2.3:</u></a>	<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., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<a href="#"><u>LAFS.1112.L.3.4:</u></a>	<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>
<a href="#"><u>LAFS.1112.L.3.5:</u></a>	<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>

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	b. Analyze nuances in the meaning of words with similar denotations.
<a href="#"><u>LAFS.1112.L.3.6:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.1:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.3:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.2.4:</u></a>	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).
<a href="#"><u>LAFS.1112.RI.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.2.6:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.3.8:</u></a>	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

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	dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
<a href="#"><u>LAFS.1112.RL.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.2.4:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.2.6:</u></a>	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).
<a href="#"><u>LAFS.1112.SL.1.1:</u></a>	<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>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</li> </ol>

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	required to deepen the investigation or complete the task.
<a href="#">LAFS.1112.SL.1.2:</a>	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.
<a href="#">LAFS.1112.SL.1.3:</a>	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.
<a href="#">LAFS.1112.SL.2.4:</a>	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.
<a href="#">LAFS.1112.SL.2.5:</a>	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.
<a href="#">LAFS.1112.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples
	<b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a> .
<a href="#">LAFS.1112.W.1.1:</a>	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>

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	<p>and evidence.</p> <ul style="list-style-type: none"> <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>
<p><a href="#"><u>LAFS.1112.W.1.2:</u></a></p>	<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</li> </ul>

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	<p>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>
<a href="#">LAFS.1112.W.2.4:</a>	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.)
<a href="#">LAFS.1112.W.2.5:</a>	<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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a>.</p>
<a href="#">LAFS.1112.W.2.6:</a>	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.
<a href="#">LAFS.1112.W.3.8:</a>	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.
<a href="#">LAFS.1112.W.3.9:</a>	<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</p>

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# Course: Debate 5 Honors- 1007370

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4420>

## BASIC INFORMATION

<b>Course Number:</b>	1007370
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Oral Communications, Debate, Debate 5 Honors, Honors, DEBATE 5 HON, Elective
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Oral Communications
<b>Course Title:</b>	Debate 5 Honors
<b>Course Abbreviated Title:</b>	DEBATE 5 HON
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes

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<b>Version Description:</b>	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.
<b>General Notes:</b>	<p><b>Honors and Advanced Level Course Note:</b> 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.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• delivering and analyzing a variety of argument and debate formats such as <ul style="list-style-type: none"> <li>○ Lincoln-Douglas</li> <li>○ team debate</li> </ul> </li> <li>• delineating and evaluating the argument and specific claims in an oral or written text by <ul style="list-style-type: none"> <li>○ citing specific text evidence</li> <li>○ assessing the validity of the evidence and soundness of the reasoning</li> <li>○ determining the sufficiency of evidence for success</li> <li>○ recognizing when irrelevant evidence or faulty reasoning is introduced</li> </ul> </li> <li>• demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion <ul style="list-style-type: none"> <li>○ eye contact and body movements</li> <li>○ voice register and choices of language</li> <li>○ use of standard English</li> </ul> </li> <li>• using research and writing skills to support selected topics and points of view <ul style="list-style-type: none"> <li>○ across a range of disciplines</li> <li>○ using a range of sources, including digital</li> </ul> </li> <li>• assessing the veracity of claims and the reliability of sources <ul style="list-style-type: none"> <li>○ determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)</li> </ul> </li> </ul>

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- 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).

*The Core Curriculum 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.*

## STANDARDS (29)

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## 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.

### 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., *Merriam-Webster's Dictionary of English*

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	<i>Usage, Garner’s Modern American Usage) as needed.</i>
<a href="#"><u>LAFS.1112.L.2.3:</u></a>	<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., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<a href="#"><u>LAFS.1112.L.3.4:</u></a>	<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>
<a href="#"><u>LAFS.1112.L.3.5:</u></a>	<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>

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	b. Analyze nuances in the meaning of words with similar denotations.
<a href="#"><u>LAFS.1112.L.3.6:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.1:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.3:</u></a>	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.
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	dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
<a href="#"><u>LAFS.1112.RL.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.2.4:</u></a>	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.)
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<a href="#"><u>LAFS.1112.SL.1.1:</u></a>	<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>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</li> </ol>

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<a href="#">LAFS.1112.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples
	<b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a> .
<a href="#">LAFS.1112.W.1.1:</a>	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>

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	<p>and evidence.</p> <ul style="list-style-type: none"> <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>
<p><a href="#"><u>LAFS.1112.W.1.2:</u></a></p>	<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</li> </ul>

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	<p>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>
<a href="#">LAFS.1112.W.2.4:</a>	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.)
<a href="#">LAFS.1112.W.2.5:</a>	<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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a>.</p>
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<a href="#">LAFS.1112.W.3.9:</a>	<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</p>

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	<p>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>
<p><b><u>LAFS.1112.W.4.10:</u></b></p>	<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>



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	<p>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>
<p><b><u>LAFS.1112.W.4.10:</u></b></p>	<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>



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# Course: Debate 6 Honors- 1007380

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4422>

## BASIC INFORMATION

<b>Course Number:</b>	1007380
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Oral Communications, Debate, Debate 6 Honors, Honors, DEBATE 6 HON, Elective
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Oral Communications
<b>Course Title:</b>	Debate 6 Honors
<b>Course Abbreviated Title:</b>	DEBATE 6 HON
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes

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<b>Version Description:</b>	<p>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.</p>
<b>General Notes:</b>	<p><b>Honors and Advanced Level Course Note:</b> 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.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• delivering and analyzing a variety of argument and debate formats such as <ul style="list-style-type: none"> <li>○ Lincoln-Douglas</li> <li>○ team debate</li> </ul> </li> <li>• delineating and evaluating the argument and specific claims in an oral or written text by <ul style="list-style-type: none"> <li>○ citing specific text evidence</li> <li>○ assessing the validity of the evidence and soundness of the reasoning</li> <li>○ determining the sufficiency of evidence for success</li> <li>○ recognizing when irrelevant evidence or faulty reasoning is introduced</li> </ul> </li> <li>• demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion <ul style="list-style-type: none"> <li>○ eye contact and body movements</li> <li>○ voice register and choices of language</li> <li>○ use of standard English</li> </ul> </li> <li>• using research and writing skills to support selected topics and points of view <ul style="list-style-type: none"> <li>○ across a range of disciplines</li> <li>○ using a range of sources, including digital</li> </ul> </li> <li>• assessing the veracity of claims and the reliability of sources <ul style="list-style-type: none"> <li>○ determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)</li> </ul> </li> </ul>

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- 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).

*The Core Curriculum 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.*

## STANDARDS (29)

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## 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.

### 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., *Merriam-Webster's Dictionary of English*

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	<i>Usage, Garner’s Modern American Usage) as needed.</i>
<a href="#"><u>LAFS.1112.L.2.3:</u></a>	<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., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<a href="#"><u>LAFS.1112.L.3.4:</u></a>	<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>
<a href="#"><u>LAFS.1112.L.3.5:</u></a>	<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>

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	b. Analyze nuances in the meaning of words with similar denotations.
<a href="#"><u>LAFS.1112.L.3.6:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.1:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.3:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.2.4:</u></a>	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).
<a href="#"><u>LAFS.1112.RI.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.2.6:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.3.8:</u></a>	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

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	dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
<a href="#"><u>LAFS.1112.RL.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.2.4:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.2.6:</u></a>	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).
<a href="#"><u>LAFS.1112.SL.1.1:</u></a>	<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>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</li> </ol>

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	required to deepen the investigation or complete the task.
<a href="#">LAFS.1112.SL.1.2:</a>	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.
<a href="#">LAFS.1112.SL.1.3:</a>	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.
<a href="#">LAFS.1112.SL.2.4:</a>	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.
<a href="#">LAFS.1112.SL.2.5:</a>	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.
<a href="#">LAFS.1112.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples <b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a> .
<a href="#">LAFS.1112.W.1.1:</a>	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,

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	<p>and evidence.</p> <ul style="list-style-type: none"> <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>
<p><a href="#"><u>LAFS.1112.W.1.2:</u></a></p>	<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</li> </ul>

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# Course: Debate 7 Honors- 1007390

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4423>

## BASIC INFORMATION

<b>Course Number:</b>	1007390
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Oral Communications, Debate, Debate 7 Honors, Honors, DEBATE 7 HON, Elective
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Oral Communications
<b>Course Title:</b>	Debate 7 Honors
<b>Course Abbreviated Title:</b>	DEBATE 7 HON
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes

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<b>Version Description:</b>	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.
<b>General Notes:</b>	<p><b>Honors and Advanced Level Course Note:</b> 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.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• delivering and analyzing a variety of argument and debate formats such as <ul style="list-style-type: none"> <li>○ Lincoln-Douglas</li> <li>○ team debate</li> </ul> </li> <li>• delineating and evaluating the argument and specific claims in an oral or written text by <ul style="list-style-type: none"> <li>○ citing specific text evidence</li> <li>○ assessing the validity of the evidence and soundness of the reasoning</li> <li>○ determining the sufficiency of evidence for success</li> <li>○ recognizing when irrelevant evidence or faulty reasoning is introduced</li> </ul> </li> <li>• demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion <ul style="list-style-type: none"> <li>○ eye contact and body movements</li> <li>○ voice register and choices of language</li> <li>○ use of standard English</li> </ul> </li> <li>• using research and writing skills to support selected topics and points of view <ul style="list-style-type: none"> <li>○ across a range of disciplines</li> <li>○ using a range of sources, including digital</li> </ul> </li> <li>• assessing the veracity of claims and the reliability of sources <ul style="list-style-type: none"> <li>○ determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)</li> </ul> </li> </ul>

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- 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).

*The Core Curriculum 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.*

## STANDARDS (28)

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## 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.

### 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., *Merriam-Webster's Dictionary of English*

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	<i>Usage, Garner’s Modern American Usage) as needed.</i>
<a href="#"><u>LAFS.1112.L.2.3:</u></a>	<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., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<a href="#"><u>LAFS.1112.L.3.4:</u></a>	<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>
<a href="#"><u>LAFS.1112.L.3.5:</u></a>	<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>

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	b. Analyze nuances in the meaning of words with similar denotations.
<a href="#"><u>LAFS.1112.L.3.6:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.1:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.3:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.2.4:</u></a>	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).
<a href="#"><u>LAFS.1112.RI.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.2.6:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.3.8:</u></a>	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

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	dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
<a href="#"><u>LAFS.1112.RL.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.2.4:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.2.6:</u></a>	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).
<a href="#"><u>LAFS.1112.SL.1.1:</u></a>	<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>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</li> </ol>

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	required to deepen the investigation or complete the task.
<a href="#">LAFS.1112.SL.1.2:</a>	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.
<a href="#">LAFS.1112.SL.1.3:</a>	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.
<a href="#">LAFS.1112.SL.2.4:</a>	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.
<a href="#">LAFS.1112.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples
	<b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a> .
<a href="#">LAFS.1112.W.1.1:</a>	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</li> </ul>

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	<p>manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <ul style="list-style-type: none"> <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>
<p><a href="#"><u>LAFS.1112.W.1.2:</u></a></p>	<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</li> </ul>

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	presented (e.g., articulating implications or the significance of the topic).
<a href="#">LAFS.1112.W.2.4:</a>	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.)
<a href="#">LAFS.1112.W.2.5:</a>	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.) Remarks/Examples <b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a> .
<a href="#">LAFS.1112.W.2.6:</a>	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.
<a href="#">LAFS.1112.W.3.8:</a>	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.
<a href="#">LAFS.1112.W.3.9:</a>	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

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	<p>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>
<p><b><u>LAFS.1112.W.4.10:</u></b></p>	<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>



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	<p>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>
<a href="#">LAFS.1112.W.2.4:</a>	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.)
<a href="#">LAFS.1112.W.2.5:</a>	<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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a>.</p>
<a href="#">LAFS.1112.W.2.6:</a>	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.
<a href="#">LAFS.1112.W.3.8:</a>	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.
<a href="#">LAFS.1112.W.3.9:</a>	<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</p>

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	<p>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>
<p><b><u>LAFS.1112.W.4.10:</u></b></p>	<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>



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# Course: Reading 1- 1008300

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3762>

## BASIC INFORMATION

<b>Course Number:</b>	1008300
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Reading, Reading 1, READ 1, Elective
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Reading
<b>Course Title:</b>	Reading 1
<b>Course Abbreviated Title:</b>	READ 1
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Course Size?</b>	Yes
<b>Version Description:</b>	The course emphasizes reading comprehension and vocabulary

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	<p>skills 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. At the end of 9th grade students are expected to read and comprehend texts in the 9-10 grade complexity band proficiently and read texts at the high end of the band with support. At the end of 10th grade students are expected to read and comprehend texts in the grades 9-10 complexity band independently and proficiently.</p>
<p><b>General Notes:</b></p>	<p><b>Important Note:</b> 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.</p> <p><b>General Notes:</b> The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• demonstrating successful reading of argument;</li> <li>• demonstrating successful reading of fact and opinion;</li> <li>• demonstrating successful reading of high-quality literature;</li> <li>• demonstrating knowledge of a variety of organizational patterns and their relationships in the comprehension of text;</li> <li>• demonstrating successful understanding of academic vocabulary and vocabulary in context;</li> <li>• integrating reading and writing, including written responses to print and digital text;</li> <li>• 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;</li> <li>• collaborating extensively amongst peers.</li> </ul> <p><b>Special Notes:</b></p> <p><b>Instructional Practices:</b> Teaching from well-written, grade-level instructional materials enhances students' content area</p>

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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 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.*

## STANDARDS (33)

### 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

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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 benchmarks 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.

**Blended Curriculum:** The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the CCSS.

[LA.910.1.7.4:](#)

The student will identify cause-and-effect relationships in text;

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<a href="#"><u>LA.910.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.910.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LAFS.910.L.3.4:</u></a>	<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>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> </ol>
<a href="#"><u>LAFS.910.L.3.5:</u></a>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol 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> </ol>
<a href="#"><u>LAFS.910.L.3.6:</u></a>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and

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	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.
<a href="#"><u>LAFS.910.RI.1.1:</u></a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#"><u>LAFS.910.RI.1.2:</u></a>	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.
<a href="#"><u>LAFS.910.RI.1.3:</u></a>	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.
<a href="#"><u>LAFS.910.RI.2.4:</u></a>	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).
<a href="#"><u>LAFS.910.RI.2.5:</u></a>	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).
<a href="#"><u>LAFS.910.RI.2.6:</u></a>	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.
<a href="#"><u>LAFS.910.RI.3.7:</u></a>	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.
<a href="#"><u>LAFS.910.RI.3.8:</u></a>	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.
<a href="#"><u>LAFS.910.RI.3.9:</u></a>	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

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	Birmingham Jail”), including how they address related themes and concepts.
<a href="#"><u>LAFS.910.RL.4.10:</u></a>	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.
<a href="#"><u>LAFS.910.RL.1.1:</u></a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#"><u>LAFS.910.RL.1.2:</u></a>	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.
<a href="#"><u>LAFS.910.RL.1.3:</u></a>	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.
<a href="#"><u>LAFS.910.RL.2.4:</u></a>	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).
<a href="#"><u>LAFS.910.RL.2.5:</u></a>	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.
<a href="#"><u>LAFS.910.RL.2.6:</u></a>	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.
<a href="#"><u>LAFS.910.RL.3.7:</u></a>	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or

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	absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
<a href="#"><u>LAFS.910.RL.3.9:</u></a>	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).
<a href="#"><u>LAFS.910.RL.4.10:</u></a>	<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 grades 9-10 text complexity band independently and proficiently.</p>
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<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>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</li> </ol>

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	evidence and reasoning presented.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	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.
<a href="#">LAFS.910.SL.2.5:</a>	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.
<a href="#">LAFS.910.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples <b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a> .
<a href="#">LAFS.910.W.3.9:</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research.  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]”). 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

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	sufficient; identify false statements and fallacious reasoning”).
<b><u>LAFS.910.W.4.10:</u></b>	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.



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# Course: Reading 2- 1008310

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3763>

## BASIC INFORMATION

<b>Course Number:</b>	1008310
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Reading, Reading 2, READ 2, Elective
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Reading
<b>Course Title:</b>	Reading 2
<b>Course Abbreviated Title:</b>	READ 2
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Course Size?</b>	Yes
<b>Version Description:</b>	The course emphasizes reading comprehension and vocabulary

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	<p>skills 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. At the end of 9th grade students are expected to read and comprehend texts in the 9-10 grade complexity band proficiently and read texts at the high end of the band with support. At the end of 10th grade students are expected to read and comprehend texts in the grades 9-10 complexity band independently and proficiently.</p>
<p><b>General Notes:</b></p>	<p><b>Important Note:</b> 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.</p> <p><b>General Notes:</b> The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• demonstrating successful reading of argument;</li> <li>• demonstrating successful reading of fact and opinion;</li> <li>• demonstrating successful reading of high-quality literature;</li> <li>• demonstrating knowledge of a variety of organizational patterns and their relationships in the comprehension of text;</li> <li>• demonstrating successful understanding of academic vocabulary and vocabulary in context;</li> <li>• integrating reading and writing, including written responses to print and digital text;</li> <li>• 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;</li> <li>• collaborating extensively amongst peers.</li> </ul> <p><i>The 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</i></p>

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*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.*

## STANDARDS (33)

### **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**

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**Standard Notes:** The following language benchmarks 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.

**Blended Curriculum:** The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the CCSS.

<a href="#"><u>LA.910.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.910.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.910.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LAFS.910.L.3.4:</u></a>	<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>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</li> </ol>

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	context or in a dictionary).
<a href="#"><u>LAFS.910.L.3.5:</u></a>	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>
<a href="#"><u>LAFS.910.L.3.6:</u></a>	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.
<a href="#"><u>LAFS.910.RI.1.1:</u></a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#"><u>LAFS.910.RI.1.2:</u></a>	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.
<a href="#"><u>LAFS.910.RI.1.3:</u></a>	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.
<a href="#"><u>LAFS.910.RI.2.4:</u></a>	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).
<a href="#"><u>LAFS.910.RI.2.5:</u></a>	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).

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<a href="#"><u>LAFS.910.RI.2.6:</u></a>	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.
<a href="#"><u>LAFS.910.RI.3.7:</u></a>	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.
<a href="#"><u>LAFS.910.RI.3.8:</u></a>	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.
<a href="#"><u>LAFS.910.RI.3.9:</u></a>	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.
<a href="#"><u>LAFS.910.RI.4.10:</u></a>	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.
<a href="#"><u>LAFS.910.RL.1.1:</u></a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#"><u>LAFS.910.RL.1.2:</u></a>	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.
<a href="#"><u>LAFS.910.RL.1.3:</u></a>	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.
<a href="#"><u>LAFS.910.RI.2.4:</u></a>	Determine the meaning of words and phrases as they are used in

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	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).
<a href="#"><u>LAFS.910.RL.2.5:</u></a>	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.
<a href="#"><u>LAFS.910.RL.2.6:</u></a>	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.
<a href="#"><u>LAFS.910.RL.3.7:</u></a>	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).
<a href="#"><u>LAFS.910.RL.3.9:</u></a>	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).
<a href="#"><u>LAFS.910.RL.4.10:</u></a>	<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 grades 9-10 text complexity band independently and proficiently.</p>
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<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> <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</p>

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# Course: Reading Honors- 1008320

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3796>

## BASIC INFORMATION

<b>Course Number:</b>	1008320
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Reading, Advanced Reading, ADV READ, Elective
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Reading
<b>Course Title:</b>	Reading Honors
<b>Course Abbreviated Title:</b>	READ HON
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Course Size?</b>	Yes
<b>Version Description:</b>	The course emphasizes advanced reading comprehension and

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	<p>vocabulary study 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.</p>
<p><b>General Notes:</b></p>	<p><b>Honors and Advanced Level Course Note:</b> 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.</p> <p><b>Important Note:</b> 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.</p> <p><b>General Notes:</b> The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• demonstrating successful reading of argument, including recognizing bias and supporting details;</li> <li>• demonstrating successful reading of fact and opinion, including recognizing inferences and main ideas;</li> <li>• demonstrating successful reading of high-quality literature, including the use of text craft and literary effects to develop theme and tone;</li> <li>• demonstrating knowledge of a variety of organizational patterns and their relationships in the comprehension of text, including recognizing purpose and tone of informational reading;</li> <li>• demonstrating successful understanding of academic vocabulary and vocabulary in context;</li> <li>• integrating reading and writing, including extensive written responses to print and digital text;</li> <li>• 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</li> </ul>

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- extended text discussions;
- collaborating extensively 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).

*The 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.*

## STANDARDS (33)

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## **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 benchmarks 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.*

**Blended Curriculum:** *The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These three standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the CCSS.*

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<a href="#"><u>LA.910.1.7.4:</u></a>	The student will identify cause-and-effect relationships in text;
<a href="#"><u>LA.910.1.7.5:</u></a>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<a href="#"><u>LA.910.2.2.1:</u></a>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
<a href="#"><u>LAFS.910.L.3.4:</u></a>	<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>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> </ol>
<a href="#"><u>LAFS.910.L.3.5:</u></a>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol 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> </ol>

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<a href="#"><u>LAFS.910.L.3.6:</u></a>	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.
<a href="#"><u>LAFS.910.RI.1.1:</u></a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#"><u>LAFS.910.RI.1.2:</u></a>	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.
<a href="#"><u>LAFS.910.RI.1.3:</u></a>	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.
<a href="#"><u>LAFS.910.RI.2.4:</u></a>	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).
<a href="#"><u>LAFS.910.RI.2.5:</u></a>	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).
<a href="#"><u>LAFS.910.RI.2.6:</u></a>	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.
<a href="#"><u>LAFS.910.RI.3.7:</u></a>	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.
<a href="#"><u>LAFS.910.RI.3.8:</u></a>	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.
<a href="#"><u>LAFS.910.RI.3.9:</u></a>	Analyze seminal U.S. documents of historical and literary

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	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.
<a href="#"><b>LAFS.910.RI.4.10:</b></a>	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.
<a href="#"><b>LAFS.910.RL.1.1:</b></a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#"><b>LAFS.910.RL.1.2:</b></a>	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.
<a href="#"><b>LAFS.910.RL.1.3:</b></a>	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.
<a href="#"><b>LAFS.910.RL.2.4:</b></a>	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).
<a href="#"><b>LAFS.910.RL.2.5:</b></a>	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.
<a href="#"><b>LAFS.910.RL.2.6:</b></a>	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.

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<a href="#"><u>LAFS.910.RL.3.7:</u></a>	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).
<a href="#"><u>LAFS.910.RL.3.9:</u></a>	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).
<a href="#"><u>LAFS.910.RL.4.10:</u></a>	<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 grades 9-10 text complexity band independently and proficiently.</p>
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<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>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</li> </ol>

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	warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<a href="#"><u>LAFS.910.SL.1.2:</u></a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#"><u>LAFS.910.SL.1.3:</u></a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#"><u>LAFS.910.SL.2.4:</u></a>	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.
<a href="#"><u>LAFS.910.SL.2.5:</u></a>	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.
<a href="#"><u>LAFS.910.SL.2.6:</u></a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples <b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#"><u>here</u></a> .
<a href="#"><u>LAFS.910.W.3.9:</u></a>	Draw evidence from literary or informational texts to support analysis, reflection, and research.  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]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument

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	<p>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><b><u>LAFS.910.W.4.10:</u></b></p>	<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>



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	<p>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>
<p><a href="#"><u>LAFS.910.SL.1.2:</u></a></p>	<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>
<p><a href="#"><u>LAFS.910.SL.1.3:</u></a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><a href="#"><u>LAFS.910.SL.2.4:</u></a></p>	<p>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.</p>
<p><a href="#"><u>LAFS.910.SL.2.5:</u></a></p>	<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>
<p><a href="#"><u>LAFS.910.SL.2.6:</u></a></p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is</p>

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	<p>from the adopted standards document that can be found <a href="#">here</a>.</p>
<p><b><u>LAFS.910.W.3.9:</u></b></p>	<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>
<p><b><u>LAFS.910.W.4.10:</u></b></p>	<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>



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# Course: Reading 3- 1008330

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4421>

## BASIC INFORMATION

<b>Course Number:</b>	1008330
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Reading, Reading 3, READ 3, Elective
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Reading
<b>Course Title:</b>	Reading 3
<b>Course Abbreviated Title:</b>	READ 3
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Course Size?</b>	Yes
<b>Version Description:</b>	The purpose of this course is to increase reading fluency and

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	<p>endurance through integrated experiences in the language arts. This course incorporates reading and analysis of literary and informational selections to develop critical and close reading skills. At the end of 11th grade students are expected to read and comprehend texts in the 11-College and Career Reading (CCR) grade complexity band proficiently and read texts at the high end of the band with support. At the end of 12th grade students are expected to read and comprehend texts in the grades 11-CCR complexity band independently and proficiently.</p>
<p><b>General Notes:</b></p>	<p><b>Important Note:</b> 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.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• demonstrating successful reading of argument;</li> <li>• demonstrating successful reading of fact and opinion;</li> <li>• demonstrating successful reading of high-quality literature;</li> <li>• demonstrating knowledge of a variety of organizational patterns and their relationships in the comprehension of text;</li> <li>• demonstrating successful understanding of academic vocabulary and vocabulary in context;</li> <li>• integrating reading and writing, including written responses to print and digital text;</li> <li>• 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;</li> <li>• collaborating extensively amongst peers.</li> </ul> <p><b>Special Notes:</b>  <b>Instructional Practices:</b> 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.</p>

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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.*

## STANDARDS (30)

### Reading Literature

*Standards 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

*Standards 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*

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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 benchmarks 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.*

**LAFS.1112.L.3.4:**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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<a href="#"><u>LAFS.1112.L.3.5:</u></a>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ol>
<a href="#"><u>LAFS.1112.L.3.6:</u></a>	<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>
<a href="#"><u>LAFS.1112.RI.1.1:</u></a>	<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>
<a href="#"><u>LAFS.1112.RI.1.2:</u></a>	<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>
<a href="#"><u>LAFS.1112.RI.1.3:</u></a>	<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>
<a href="#"><u>LAFS.1112.RI.2.4:</u></a>	<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>
<a href="#"><u>LAFS.1112.RI.2.5:</u></a>	<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>
<a href="#"><u>LAFS.1112.RI.2.6:</u></a>	<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</p>

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	text.
<a href="#"><u>LAFS.1112.RI.3.7:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.3.8:</u></a>	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).
<a href="#"><u>LAFS.1112.RI.3.9:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.4.10:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.1:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.3:</u></a>	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).
<a href="#"><u>LAFS.1112.RI.2.4:</u></a>	Determine the meaning of words and phrases as they are used in

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	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.)
<a href="#"><u>LAFS.1112.RL.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.2.6:</u></a>	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).
<a href="#"><u>LAFS.1112.RL.3.7:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.3.9:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.4.10:</u></a>	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.
<a href="#"><u>LAFS.1112.SL.1.1:</u></a>	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.

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	<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>
<p><a href="#"><u>LAFS.1112.SL.1.2:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.SL.1.3:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.SL.2.4:</u></a></p>	<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>

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<a href="#"><u>LAFS.1112.SL.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.SL.2.6:</u></a>	<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#"><u>here</u></a>.</p>
<a href="#"><u>LAFS.1112.W.3.9:</u></a>	<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>
<a href="#"><u>LAFS.1112.W.4.10:</u></a>	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.

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# Course: Writing 1- 1009300

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3777>

## BASIC INFORMATION

<b>Course Number:</b>	1009300
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Writing, Writing 1, WRIT 1, Elective
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Writing
<b>Course Title:</b>	Writing 1
<b>Course Abbreviated Title:</b>	WRIT 1
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	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

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	writing formats for argumentative, informative, and narrative purposes to ensure preparation for college and career readiness.
<b>General Notes:</b>	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• active reading of exemplar writing models to examine <ul style="list-style-type: none"> <li>○ text craft and structure</li> <li>○ effects of figurative, denotative, and connotative language choice</li> <li>○ use of appropriate voice and/or tone</li> <li>○ influence on idea development of sentence structures, sentence rhythm, and grammatical choices</li> <li>○ reciprocal nature of content and form</li> </ul> </li> <li>• writing for varied purposes, including <ul style="list-style-type: none"> <li>○ developing and supporting argumentative claims</li> <li>○ crafting coherent, supported informative/expository texts</li> <li>○ responding to literature for personal and analytical purposes</li> <li>○ writing narratives to develop real or imagined events</li> <li>○ digital writing platforms</li> <li>○ writing to sources using text- based evidence and reasoning</li> </ul> </li> <li>• 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</li> <li>• collaboration amongst peers</li> </ul> <p><b>Important Note:</b> 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.</p> <p><b>Special Notes:</b></p> <p><b>Instructional Practices:</b> Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend</p>

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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.*

## STANDARDS (24)

### 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.*

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## 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.910.L.1.1a**

<a href="#"><u>LAFS.910.L.1.1:</u></a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Use parallel structure. 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.
<a href="#"><u>LAFS.910.L.1.2:</u></a>	LAFS.910.L.1.2 (2013-2014): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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	<ul style="list-style-type: none"> <li>a. Use a semicolon (and perhaps 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> <p>LAFS.910.L.1.2 (2014-2015): 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 semicolon, with or without a conjunctive adverb, to link two of more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly.</li> </ul>
<p><a href="#"><u>LAFS.910.L.2.3:</u></a></p>	<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> <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>
<p><a href="#"><u>LAFS.910.L.3.4:</u></a></p>	<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> <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</li> </ul>

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	<p>etymology.</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>
<a href="#"><u>LAFS.910.L.3.5:</u></a>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
<a href="#"><u>LAFS.910.L.3.6:</u></a>	<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>
<a href="#"><u>LAFS.910.RI.1.1:</u></a>	<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>
<a href="#"><u>LAFS.910.RI.1.2:</u></a>	<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>
<a href="#"><u>LAFS.910.RL.1.1:</u></a>	<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>
<a href="#"><u>LAFS.910.RL.1.2:</u></a>	<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>
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse</p>

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	<p>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>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> </ol>
<p><a href="#"><u>LAFS.910.SL.1.2:</u></a></p>	<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>
<p><a href="#"><u>LAFS.910.SL.1.3:</u></a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><a href="#"><u>LAFS.910.SL.2.4:</u></a></p>	<p>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.</p>
<p><a href="#"><u>LAFS.910.SL.2.5:</u></a></p>	<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>

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<p><a href="#"><u>LAFS.910.SL.2.6:</u></a></p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p>Remarks/Examples</p> <hr/> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#"><u>here</u></a>.</p>
<p><a href="#"><u>LAFS.910.W.1.1:</u></a></p>	<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>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> </ol>
<p><a href="#"><u>LAFS.910.W.1.2:</u></a></p>	<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>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics</li> </ol>

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	<p>(e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <ol style="list-style-type: none"> <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> </ol>
<p><b><u>LAFS.910.W.1.3:</u></b></p>	<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>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</li> </ol>

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	course of the narrative.
<a href="#">LAFS.910.W.2.4:</a>	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.)
<a href="#">LAFS.910.W.2.5:</a>	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.) Remarks/Examples <b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a> .
<a href="#">LAFS.910.W.2.6:</a>	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.
<a href="#">LAFS.910.W.3.9:</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research.  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]”). 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”).
<a href="#">LAFS.910.W.4.10:</a>	Write routinely over extended time frames (time for research,

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reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



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# Course: Writing 2- 1009310

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3778>

## BASIC INFORMATION

<b>Course Number:</b>	1009310
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Writing, Writing 2, WRIT 2, Elective
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Writing
<b>Course Title:</b>	Writing 2
<b>Course Abbreviated Title:</b>	WRIT 2
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	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

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	writing formats for argumentative, informative, and narrative purposes to ensure preparation for college and career readiness.
<b>General Notes:</b>	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• active reading of exemplar writing models to examine <ul style="list-style-type: none"> <li>○ text craft and structure</li> <li>○ effects of figurative, denotative, and connotative language choice</li> <li>○ use of appropriate voice and/or tone</li> <li>○ influence on idea development of sentence structures, sentence rhythm, and grammatical choices</li> <li>○ reciprocal nature of content and form</li> </ul> </li> <li>• writing for varied purposes, including <ul style="list-style-type: none"> <li>○ developing and supporting argumentative claims</li> <li>○ crafting coherent, supported informative/expository texts</li> <li>○ responding to literature for personal and analytical purposes</li> <li>○ writing narratives to develop real or imagined events</li> <li>○ digital writing platforms</li> <li>○ writing to sources using text- based evidence and reasoning</li> </ul> </li> <li>• 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</li> <li>• collaboration amongst peers</li> </ul> <p><b>Important Note:</b> 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.</p> <p><b>Special Notes:</b></p> <p><b>Instructional Practices:</b> Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend</p>

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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.*

## STANDARDS (24)

### 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.*

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### 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:**

<a href="#"><u>LAFS.1112.L.1.1:</u></a>	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.
<a href="#"><u>LAFS.1112.L.1.2:</u></a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Observe hyphenation conventions.

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	<p>b. Spell correctly.</p>
<p><a href="#"><u>LAFS.1112.L.2.3:</u></a></p>	<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., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<p><a href="#"><u>LAFS.1112.L.3.4:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.L.3.5:</u></a></p>	<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>

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	<p>b. Analyze nuances in the meaning of words with similar denotations.</p>
<a href="#"><u>LAFS.1112.L.3.6:</u></a>	<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>
<a href="#"><u>LAFS.1112.RI.1.1:</u></a>	<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>
<a href="#"><u>LAFS.1112.RI.1.2:</u></a>	<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>
<a href="#"><u>LAFS.1112.RL.1.1:</u></a>	<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>
<a href="#"><u>LAFS.1112.RL.1.2:</u></a>	<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>
<a href="#"><u>LAFS.1112.SL.1.1:</u></a>	<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> <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</p>

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	<p>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>
<p><a href="#"><u>LAFS.1112.SL.1.2:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.SL.1.3:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.SL.2.4:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.SL.2.5:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.SL.2.6:</u></a></p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p>Remarks/Examples</p> <hr/> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is</p>

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	<p>from the adopted standards document that can be found <a href="#">here</a>.</p>
<p><b><u>LAFS.1112.W.1.1:</u></b></p>	<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>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> </ol>
<p><b><u>LAFS.1112.W.1.2:</u></b></p>	<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>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</li> </ol>

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	<p>significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <ul style="list-style-type: none"> <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>
<p><a href="#"><u>LAFS.1112.W.1.3:</u></a></p>	<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</li> </ul>

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	course of the narrative.
<a href="#">LAFS.1112.W.2.4:</a>	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.)
<a href="#">LAFS.1112.W.2.5:</a>	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.) Remarks/Examples <b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a> .
<a href="#">LAFS.1112.W.2.6:</a>	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.
<a href="#">LAFS.1112.W.3.9:</a>	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>

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**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.



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# Course: Creative Writing 1- 1009320

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3779>

## BASIC INFORMATION

<b>Course Number:</b>	1009320
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Writing, Creative Writing 1, Creative, CREATIVE WRIT 1, Elective
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Writing
<b>Course Title:</b>	Creative Writing 1
<b>Course Abbreviated Title:</b>	CREATIVE WRIT 1
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	The purpose of this course is to enable students to develop and

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	<p>use grade 9-10 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.</p>
<p><b>General Notes:</b></p>	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• 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 <ul style="list-style-type: none"> <li>○ text craft and structure, including line length and placement</li> <li>○ effects of figurative, denotative, and connotative language choice</li> <li>○ power and impact of appropriate voice and/or tone</li> <li>○ story structure, sentence structure, and grammatical choices</li> <li>○ reciprocal nature of content and form in development of a personal style</li> </ul> </li> <li>• writing for varied purposes and in varied genres, including <ul style="list-style-type: none"> <li>○ personal and dramatic narratives</li> <li>○ various poetic forms</li> <li>○ screenplays and multimedia productions</li> <li>○ multi-genre and creative non-fiction selections</li> <li>○ digital writing platforms</li> </ul> </li> <li>• 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</li> <li>• collaboration amongst peers, especially regarding peer reviews of multiple drafts</li> </ul> <p><b>Important Note:</b> 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.</p> <p><b>Special Notes:</b></p> <p><b>Instructional Practices:</b> Teaching from well-written, grade-level instructional materials enhances students' content area</p>

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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.*

## STANDARDS (26)

### 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.*

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### 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.910.L.1.1a**

<a href="#"><u>LAFS.910.L.1.1:</u></a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Use parallel structure. 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.
<a href="#"><u>LAFS.910.L.1.2:</u></a>	LAFS.910.L.1.2 (2013-2014): Demonstrate command of the conventions of standard English capitalization, punctuation, and

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	<p>spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use a semicolon (and perhaps 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> </ol> <p>LAFS.910.L.1.2 (2014-2015): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use a semicolon, with or without a conjunctive adverb, to link two of more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly.</li> </ol>
<p><b><u>LAFS.910.L.2.3:</u></b></p>	<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>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> </ol>
<p><b><u>LAFS.910.L.3.4:</u></b></p>	<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>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</li> </ol>

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	<p>digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</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>
<a href="#"><u>LAFS.910.L.3.5:</u></a>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
<a href="#"><u>LAFS.910.L.3.6:</u></a>	<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>
<a href="#"><u>LAFS.910.RI.1.3:</u></a>	<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>
<a href="#"><u>LAFS.910.RI.2.6:</u></a>	<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>
<a href="#"><u>LAFS.910.RI.3.7:</u></a>	<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>
<a href="#"><u>LAFS.910.RL.1.2:</u></a>	<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>

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<a href="#"><u>LAFS.910.RL.1.3:</u></a>	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.
<a href="#"><u>LAFS.910.RL.2.4:</u></a>	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).
<a href="#"><u>LAFS.910.RL.2.5:</u></a>	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.
<a href="#"><u>LAFS.910.RL.3.7:</u></a>	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).
<a href="#"><u>LAFS.910.RL.3.9:</u></a>	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).
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<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>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</li> </ol>

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	<p>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>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	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.
<a href="#">LAFS.910.SL.2.5:</a>	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.
<a href="#">LAFS.910.SL.2.6:</a>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a>.</p>
<a href="#">LAFS.910.W.1.3:</a>	<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</p>

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	<p>point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <ol style="list-style-type: none"> <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> </ol>
<p><a href="#"><u>LAFS.910.W.2.4:</u></a></p>	<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>
<p><a href="#"><u>LAFS.910.W.2.5:</u></a></p>	<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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#"><u>here</u></a>.</p>
<p><a href="#"><u>LAFS.910.W.2.6:</u></a></p>	<p>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.</p>
<p><a href="#"><u>LAFS.910.W.4.10:</u></a></p>	<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>

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# Course: Creative Writing 2- 1009330

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3780>

## BASIC INFORMATION

<b>Course Number:</b>	1009330
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Writing, Creative Writing 2, Creative, CREATIVE WRIT 2, Elective
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Writing
<b>Course Title:</b>	Creative Writing 2
<b>Course Abbreviated Title:</b>	CREATIVE WRIT 2
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	The purpose of this course is to enable students to develop and

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	<p>use grade 11-12 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.</p>
<p><b>General Notes:</b></p>	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• 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 <ul style="list-style-type: none"> <li>○ text craft and structure, including line length and placement</li> <li>○ effects of figurative, denotative, and connotative language choice</li> <li>○ power and impact of appropriate voice and/or tone</li> <li>○ story structure, sentence structure, and grammatical choices</li> <li>○ reciprocal nature of content and form in development of a personal style</li> </ul> </li> <li>• writing for varied purposes and in varied genres, including <ul style="list-style-type: none"> <li>○ personal and dramatic narratives</li> <li>○ various poetic forms</li> <li>○ screenplays and multimedia productions</li> <li>○ multi-genre and creative non-fiction selections</li> <li>○ digital writing platforms</li> </ul> </li> <li>• 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</li> <li>• collaboration amongst peers, especially regarding peer reviews of multiple drafts</li> </ul> <p><b>Important Note:</b> 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.</p> <p><b>Special Notes:</b></p> <p><b>Instructional Practices:</b> Teaching from well-written, grade-level</p>

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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.*

## STANDARDS (26)

### 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*

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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.910.L.1.1a**

<a href="#"><b>LAFS.910.L.1.1:</b></a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Use parallel structure. 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.
<a href="#"><b>LAFS.910.L.1.2:</b></a>	LAFS.910.L.1.2 (2013-2014): Demonstrate command of the conventions of standard English capitalization, punctuation, and

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	<p>spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use a semicolon (and perhaps 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> </ol> <p>LAFS.910.L.1.2 (2014-2015): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use a semicolon, with or without a conjunctive adverb, to link two of more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly.</li> </ol>
<p><a href="#"><u>LAFS.910.L.2.3:</u></a></p>	<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>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> </ol>
<p><a href="#"><u>LAFS.910.L.3.4:</u></a></p>	<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>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</li> </ol>

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	<p>digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</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>
<a href="#"><u>LAFS.910.L.3.5:</u></a>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
<a href="#"><u>LAFS.910.L.3.6:</u></a>	<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>
<a href="#"><u>LAFS.910.RI.1.3:</u></a>	<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>
<a href="#"><u>LAFS.910.RI.2.6:</u></a>	<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>
<a href="#"><u>LAFS.910.RI.3.7:</u></a>	<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>
<a href="#"><u>LAFS.910.RL.1.2:</u></a>	<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>

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<a href="#"><u>LAFS.910.RL.1.3:</u></a>	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.
<a href="#"><u>LAFS.910.RL.2.4:</u></a>	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).
<a href="#"><u>LAFS.910.RL.2.5:</u></a>	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.
<a href="#"><u>LAFS.910.RL.3.7:</u></a>	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).
<a href="#"><u>LAFS.910.RL.3.9:</u></a>	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).
<a href="#"><u>LAFS.910.SL.1.1:</u></a>	<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>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</li> </ol>

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	<p>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>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	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.
<a href="#">LAFS.910.SL.2.5:</a>	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.
<a href="#">LAFS.910.SL.2.6:</a>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a>.</p>
<a href="#">LAFS.910.W.1.3:</a>	<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</p>

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	<p>point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <ol style="list-style-type: none"> <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> </ol>
<p><a href="#"><u>LAFS.910.W.2.4:</u></a></p>	<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>
<p><a href="#"><u>LAFS.910.W.2.5:</u></a></p>	<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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#"><u>here</u></a>.</p>
<p><a href="#"><u>LAFS.910.W.2.6:</u></a></p>	<p>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.</p>
<p><a href="#"><u>LAFS.910.W.4.10:</u></a></p>	<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>

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# Course: Creative Writing Honors 3- 1009331

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3781>

## BASIC INFORMATION

<b>Course Number:</b>	1009331
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Writing, Creative Writing Honors 3, Creative, Honors, CREATIVE WRIT HON 3, Elective
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Writing
<b>Course Title:</b>	Creative Writing Honors 3
<b>Course Abbreviated Title:</b>	CREATIVE WRIT HON 3
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	The purpose of this course is to enable students to develop and

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	<p>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.</p>
<p><b>General Notes:</b></p>	<p><b>Honors and Advanced Level Course Note:</b> 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.</p> <p><b>General Notes:</b> The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• 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 <ul style="list-style-type: none"> <li>○ text craft and structure, including line length and placement</li> <li>○ effects of figurative, denotative, and connotative language choice</li> <li>○ power and impact of appropriate voice and/or tone</li> <li>○ story structure, sentence structure, and grammatical choices</li> <li>○ reciprocal nature of content and form in development of a personal style</li> </ul> </li> <li>• writing for varied purposes and in varied genres, including <ul style="list-style-type: none"> <li>○ personal and dramatic narratives</li> <li>○ various poetic forms</li> <li>○ screenplays and multimedia productions</li> <li>○ multi-genre and creative non-fiction selections</li> <li>○ digital writing platforms</li> </ul> </li> <li>• 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</li> <li>• collaboration amongst peers, especially regarding peer reviews of multiple drafts</li> </ul>

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**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).

*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.*

## STANDARDS (26)

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## 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.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., *Merriam-Webster's Dictionary of English*)

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	<i>Usage, Garner’s Modern American Usage) as needed.</i>
<a href="#"><u>LAFS.1112.L.1.2:</u></a>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Observe hyphenation conventions.</li> <li>b. Spell correctly.</li> </ul>
<a href="#"><u>LAFS.1112.L.2.3:</u></a>	<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> <ul style="list-style-type: none"> <li>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.</li> </ul>
<a href="#"><u>LAFS.1112.L.3.4:</u></a>	<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> <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., conceive, conception, conceivable).</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, its etymology, or its standard usage.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in</li> </ul>

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	context or in a dictionary).
<a href="#"><u>LAFS.1112.L.3.5:</u></a>	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., hyperbole, paradox) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ul>
<a href="#"><u>LAFS.1112.L.3.6:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.3:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.2.6:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.3.7:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.3:</u></a>	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).

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<a href="#"><u>LAFS.1112.RL.2.4:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.3.7:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.3.9:</u></a>	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.
<a href="#"><u>LAFS.1112.SL.1.1:</u></a>	<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> <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> </ul>

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	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.
<a href="#">LAFS.1112.SL.1.2:</a>	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.
<a href="#">LAFS.1112.SL.1.3:</a>	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.
<a href="#">LAFS.1112.SL.2.4:</a>	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.
<a href="#">LAFS.1112.SL.2.5:</a>	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.
<a href="#">LAFS.1112.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples
	<b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a> .
<a href="#">LAFS.1112.W.1.3:</a>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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# Course: Creative Writing 4 Honors- 1009332

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3783>

## BASIC INFORMATION

<b>Course Number:</b>	1009332
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Writing, Creative Writing 4 Honors, Creative, Honors, CREATIVE WRIT 4 HON, Elective
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Writing
<b>Course Title:</b>	Creative Writing 4 Honors
<b>Course Abbreviated Title:</b>	CREATIVE WRIT 4 HON
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Honors?</b>	Yes

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<b>Version Description:</b>	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.
<b>General Notes:</b>	<p><b>Honors and Advanced Level Course Note:</b> 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.</p> <p><b>General Notes:</b> The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• 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 <ul style="list-style-type: none"> <li>○ text craft and structure, including line length and placement</li> <li>○ effects of figurative, denotative, and connotative language choice</li> <li>○ power and impact of appropriate voice and/or tone</li> <li>○ story structure, sentence structure, and grammatical choices</li> <li>○ reciprocal nature of content and form in development of a personal style</li> </ul> </li> <li>• writing for varied purposes and in varied genres, including <ul style="list-style-type: none"> <li>○ personal and dramatic narratives</li> <li>○ various poetic forms</li> <li>○ screenplays and multimedia productions</li> <li>○ multi-genre and creative non-fiction selections</li> <li>○ digital writing platforms</li> </ul> </li> <li>• 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</li> <li>• collaboration amongst peers, especially regarding peer</li> </ul>

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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).

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.

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## STANDARDS (26)

### 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.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

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	<p>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>
<p><a href="#"><u>LAFS.1112.L.1.2:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.L.2.3:</u></a></p>	<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., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<p><a href="#"><u>LAFS.1112.L.3.4:</u></a></p>	<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</p>

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	<p>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>
<a href="#"><u>LAFS.1112.L.3.5:</u></a>	<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>
<a href="#"><u>LAFS.1112.L.3.6:</u></a>	<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>
<a href="#"><u>LAFS.1112.RI.1.3:</u></a>	<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>
<a href="#"><u>LAFS.1112.RI.2.6:</u></a>	<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>
<a href="#"><u>LAFS.1112.RI.3.7:</u></a>	<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>
<a href="#"><u>LAFS.1112.RL.1.2:</u></a>	<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>
<a href="#"><u>LAFS.1112.RL.1.3:</u></a>	<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</p>

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	story is set, how the action is ordered, how the characters are introduced and developed).
<a href="#"><u>LAFS.1112.RL.2.4:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.3.7:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.3.9:</u></a>	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.
<a href="#"><u>LAFS.1112.SL.1.1:</u></a>	<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>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;</li> </ol>

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	<p>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>
<a href="#">LAFS.1112.SL.1.2:</a>	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.
<a href="#">LAFS.1112.SL.1.3:</a>	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.
<a href="#">LAFS.1112.SL.2.4:</a>	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.
<a href="#">LAFS.1112.SL.2.5:</a>	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.
<a href="#">LAFS.1112.SL.2.6:</a>	<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a>.</p>
<a href="#">LAFS.1112.W.1.3:</a>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-

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	<p>structured event sequences.</p> <ol 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> </ol>
<p><a href="#"><u>LAFS.1112.W.2.4:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.W.2.5:</u></a></p>	<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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#"><u>here</u></a>.</p>
<p><a href="#"><u>LAFS.1112.W.2.6:</u></a></p>	<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>

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**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.



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	<ol 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> </ol>
<p><a href="#"><u>LAFS.1112.W.2.4:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.W.2.5:</u></a></p>	<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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#"><u>here</u></a>.</p>
<p><a href="#"><u>LAFS.1112.W.2.6:</u></a></p>	<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>

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**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.



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# Course: Creative Writing 5 Honors- 1009333

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3785>

## BASIC INFORMATION

<b>Course Number:</b>	1009333
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Writing, Creative Writing 5 Honors, Creative, Honors, CREATIVE WRIT 5 HON, Elective
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Writing
<b>Course Title:</b>	Creative Writing 5 Honors
<b>Course Abbreviated Title:</b>	CREATIVE WRIT 5 HON
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	The purpose of this course is to enable students to develop and

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	<p>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 with concentration on one or two particular genres. Submission for publication of a final work(s) is required.</p>
<p><b>General Notes:</b></p>	<p><b>Honors and Advanced Level Course Note:</b> 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.</p> <p><b>General Notes:</b> The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• an in-depth examination of the student’s focus genre(s) in order to examine <ul style="list-style-type: none"> <li>○ text craft and structure, including multi-genre</li> <li>○ effects of figurative, inventive, and nuanced language choice</li> <li>○ power and impact of appropriate voice and/or tone and persona</li> <li>○ genre structure, sentence structure, and grammatical choices</li> <li>○ reciprocal nature of content and form in development of a personal style</li> <li>○ literary theory associated with the genre</li> </ul> </li> <li>• writing for varied purposes and in varied genres, including <ul style="list-style-type: none"> <li>○ personal and dramatic narratives</li> <li>○ various poetic forms</li> <li>○ screenplays and multimedia productions</li> <li>○ multi-genre and creative non-fiction selections</li> <li>○ digital writing platforms</li> </ul> </li> <li>• 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</li> <li>• collaboration amongst peers, especially regarding peer reviews of multiple drafts</li> </ul>

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**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).

*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.*

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## 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:**

<b><u>LAFS.1112.L.1.1:</u></b>	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
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	<p>references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>
<a href="#"><u>LAFS.1112.L.1.2:</u></a>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Observe hyphenation conventions.</li> <li>b. Spell correctly.</li> </ol>
<a href="#"><u>LAFS.1112.L.2.3:</u></a>	<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>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.</li> </ol>
<a href="#"><u>LAFS.1112.L.3.4:</u></a>	<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>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., conceive, conception, conceivable).</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, its etymology, or its standard usage.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in</li> </ol>

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	context or in a dictionary).
<a href="#"><u>LAFS.1112.L.3.5:</u></a>	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., hyperbole, paradox) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ul>
<a href="#"><u>LAFS.1112.L.3.6:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.3:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.2.6:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.3.7:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.3:</u></a>	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).

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<a href="#"><u>LAFS.1112.RL.2.4:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.3.7:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.3.9:</u></a>	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.
<a href="#"><u>LAFS.1112.SL.1.1:</u></a>	<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> <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> </ul>

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	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.
<a href="#">LAFS.1112.SL.1.2:</a>	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.
<a href="#">LAFS.1112.SL.1.3:</a>	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.
<a href="#">LAFS.1112.SL.2.4:</a>	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.
<a href="#">LAFS.1112.SL.2.5:</a>	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.
<a href="#">LAFS.1112.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples
	<b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a> .
<a href="#">LAFS.1112.W.1.3:</a>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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	<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>
<p><a href="#"><u>LAFS.1112.W.2.4:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.W.2.5:</u></a></p>	<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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#"><u>here</u></a>.</p>
<p><a href="#"><u>LAFS.1112.W.2.6:</u></a></p>	<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>

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**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.



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# Course: Play Writing- 1009350

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3787>

## BASIC INFORMATION

<b>Course Number:</b>	1009350
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Writing, Play Writing, Play, PLAY WRIT, Elective
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Writing
<b>Course Title:</b>	Play Writing
<b>Course Abbreviated Title:</b>	PLAY WRIT
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Type:</b>	Elective
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>Version Description:</b>	The purpose of this course is to enable students to develop and use writing and language skills for play writing in a variety of

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	public performance formats.
<b>General Notes:</b>	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• an in-depth examination of various forms of plays in order to examine <ul style="list-style-type: none"> <li>○ text craft and structure, including digital performance modes</li> <li>○ modes of staging directions o power and impact of appropriate voice and/or tone and persona</li> <li>○ reciprocal nature of content and form in development of writing for performance</li> <li>○ literary theory associated with play writing</li> </ul> </li> <li>• writing for varied purposes including <ul style="list-style-type: none"> <li>○ personal and dramatic narratives</li> <li>○ poetic oral performance formats</li> <li>○ screenplay and multimedia productions</li> <li>○ digital writing platforms</li> </ul> </li> <li>• effective listening, speaking, and viewing</li> <li>• collaboration amongst peers, especially regarding peer reviews of multiple drafts and/or performances</li> </ul> <p><b>Important Note:</b> 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.</p> <p><b>Special Notes:</b></p> <p><b>Instructional Practices:</b> 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.</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring</li> </ol>

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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.*

## STANDARDS (42)

### 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

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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:**

<p><b><u>LAFS.1112.L.1.1:</u></b></p>	<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. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>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.</li> </ul>
<p><b><u>LAFS.1112.L.1.2:</u></b></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Observe hyphenation conventions.</li> <li>b. Spell correctly.</li> </ul>
<p><b><u>LAFS.1112.L.2.3:</u></b></p>	<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> <ul style="list-style-type: none"> <li>a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an</li> </ul>

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	<p>understanding of syntax to the study of complex texts when reading.</p>
<p><a href="#"><u>LAFS.1112.L.3.4:</u></a></p>	<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>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., conceive, conception, conceivable).</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, its etymology, or its standard usage.</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> </ol>
<p><a href="#"><u>LAFS.1112.L.3.5:</u></a></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ol>
<p><a href="#"><u>LAFS.1112.L.3.6:</u></a></p>	<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>

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<a href="#"><u>LAFS.1112.RI.3.7:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.3:</u></a>	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).
<a href="#"><u>LAFS.1112.RL.2.4:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.3.7:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.3.9:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.4.10:</u></a>	<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>

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<p><a href="#"><u>LAFS.1112.SL.1.1:</u></a></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> <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>
<p><a href="#"><u>LAFS.1112.SL.1.2:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.SL.1.3:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.SL.2.4:</u></a></p>	<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</p>

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	formal and informal tasks.
<a href="#">LAFS.1112.SL.2.5:</a>	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.
<a href="#">LAFS.1112.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples <b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a> .
<a href="#">LAFS.1112.W.1.3:</a>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <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>
<a href="#">LAFS.1112.W.2.4:</a>	Produce clear and coherent writing in which the development,

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	organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#">LAFS.1112.W.2.5:</a>	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.) Remarks/Examples <b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a> .
<a href="#">LAFS.1112.W.2.6:</a>	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.
<a href="#">LAFS.1112.W.4.10:</a>	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.
<a href="#">TH.912.C.1.3:</a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<a href="#">TH.912.C.1.4:</a>	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Remarks/Examples e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level
<a href="#">TH.912.C.1.5:</a>	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.
<a href="#">TH.912.C.2.2:</a>	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience. Remarks/Examples e.g., multiple characters, multiple settings, multiple time periods

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	periods
<a href="#"><u>TH.912.C.3.1:</u></a>	Explore commonalities between works of theatre and other performance media. Remarks/Examples e.g., dance, mime, movies, street theatre, poetry reading
<a href="#"><u>TH.912.C.3.2:</u></a>	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.
<a href="#"><u>TH.912.F.1.3:</u></a>	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.
<a href="#"><u>TH.912.H.1.1:</u></a>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<a href="#"><u>TH.912.H.1.4:</u></a>	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
<a href="#"><u>TH.912.H.2.1:</u></a>	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.
<a href="#"><u>TH.912.H.2.2:</u></a>	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.
<a href="#"><u>TH.912.H.2.3:</u></a>	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.
<a href="#"><u>TH.912.H.2.8:</u></a>	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
<a href="#"><u>TH.912.O.1.4:</u></a>	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.
<a href="#"><u>TH.912.O.2.1:</u></a>	Apply the principles of dramatic structure to the writing of a one-act play.
<a href="#"><u>TH.912.O.2.6:</u></a>	Deconstruct a play, using an established theory, to understand its

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	dramatic structure. Remarks/Examples e.g., Aristotle's Poetics
<a href="#"><u>TH.912.O.3.3:</u></a>	Analyze and demonstrate how to use various media to impact theatrical productions. Remarks/Examples e.g., projections, digital video, sound, animation, intelligent lighting
<a href="#"><u>TH.912.S.2.3:</u></a>	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. Remarks/Examples e.g., relationships, wants, needs, motivations



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# Course: Writing for College Success-1009370

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3789>

## BASIC INFORMATION

<b>Course Number:</b>	1009370
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Writing, Writing for College Success, College Success, WRITING COLL SUCCESS, Core
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Writing
<b>Course Title:</b>	Writing for College Success
<b>Course Abbreviated Title:</b>	WRTNG COLL SUCCESS
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Core
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation</b>	•EN English

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<b>Requirement:</b>	•EL Electives
<b>Version Description:</b>	<p>This course is targeted for grade 12 students whose test scores on the Postsecondary Educational Readiness Test are below the established cut scores for writing, indicating that they 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 and are also related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K -12 Common Core standards.</p>
<b>General Notes:</b>	<p>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.</p> <p><b>Instructional Practices:</b> 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.</p> <ol style="list-style-type: none"> <li>1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.</li> <li>2. Making close reading and rereading of texts central to lessons.</li> <li>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</li> <li>4. Requiring students to support answers with evidence from the text.</li> <li>5. Providing extensive text-based research and writing opportunities (claims and evidence).</li> </ol>

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	<p><i>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.</i></p>
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**STANDARDS (33)**

**Writing**

**Benchmark 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.*

**Language**

**Benchmark Notes:** *The following language benchmarks 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.*

<b><u>HE.912.B.4.3:</u></b>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Remarks/Examples</p> <hr/> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<b><u>HE.912.B.4.4:</u></b>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p>

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	<p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<a href="#"><u>LAFS.1112.L.1.1:</u></a>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>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.</li> </ol>
<a href="#"><u>LAFS.1112.L.1.2:</u></a>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Observe hyphenation conventions.</li> <li>b. Spell correctly.</li> </ol>
<a href="#"><u>LAFS.1112.L.2.3:</u></a>	<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>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.</li> </ol>
<a href="#"><u>LAFS.1112.L.3.4a:</u></a>	<p>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>
<a href="#"><u>LAFS.1112.L.3.4b:</u></a>	<p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception,</p>

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	conceivable).
<a href="#"><u>LAFS.1112.L.3.4c:</u></a>	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.
<a href="#"><u>LAFS.1112.L.3.4d:</u></a>	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).
<a href="#"><u>LAFS.1112.L.3.5:</u></a>	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., hyperbole, paradox) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ul>
<a href="#"><u>LAFS.1112.L.3.6:</u></a>	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.
<a href="#"><u>LAFS.1112.W.1.1:</u></a>	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> </ul>

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	<ul style="list-style-type: none"> <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>
<p><a href="#"><u>LAFS.1112.W.1.2:</u></a></p>	<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</li> </ul>

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	significance of the topic).
<a href="#"><u>LAFS.1112.W.1.3:</u></a>	<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>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> </ol>
<a href="#"><u>LAFS.1112.W.2.4:</u></a>	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.)
<a href="#"><u>LAFS.1112.W.2.5:</u></a>	<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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is</p>

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	from the adopted standards document that can be found <a href="#">here</a> .
<a href="#">LAFS.1112.W.2.6:</a>	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.
<a href="#">LAFS.1112.W.3.7:</a>	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.
<a href="#">LAFS.1112.W.3.8:</a>	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.
<a href="#">LAFS.1112.W.3.9:</a>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol 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> </ol>
<a href="#">LAFS.1112.W.4.10:</a>	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.

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<a href="#"><u>LAFS.3.L.1.1f:</u></a>	Ensure subject-verb and pronoun-antecedent agreement.
<a href="#"><u>LAFS.4.L.1.1f:</u></a>	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<a href="#"><u>LAFS.5.L.1.1d:</u></a>	Recognize and correct inappropriate shifts in verb tense.
<a href="#"><u>LAFS.6.L.1.1c:</u></a>	Recognize and correct inappropriate shifts in pronoun number and person.
<a href="#"><u>LAFS.6.L.1.1d:</u></a>	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
<a href="#"><u>LAFS.6.L.1.1e:</u></a>	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<a href="#"><u>LAFS.6.L.1.2:</u></a>	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>
<a href="#"><u>LAFS.7.L.1.1c:</u></a>	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
<a href="#"><u>LAFS.7.L.2.3a:</u></a>	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<a href="#"><u>LAFS.910.L.1.1a:</u></a>	Use parallel structure.
<a href="#"><u>SS.912.C.2.8:</u></a>	Analyze the impact of citizen participation as a means of achieving political and social change. Remarks/Examples Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
<a href="#"><u>SS.912.C.3.13:</u></a>	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Remarks/Examples Examples are education, transportation, crime prevention,

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# Course: American Literature Honors-1020810

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4416>

## BASIC INFORMATION

<b>Course Number:</b>	1020810
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Literature, American Literature Honors, American, Honors, AMER LIT HON, Core
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Literature
<b>Course Title:</b>	American Literature Honors
<b>Course Abbreviated Title:</b>	AMER LIT HON
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Type:</b>	Core
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending

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<b>Graduation Requirement:</b>	•EN English
<b>Honors?</b>	Yes
<b>Version Description:</b>	<p>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.</p> <p>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.</p>
<b>General Notes:</b>	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn</li> <li>• analysis of literature and informational texts from varied literary periods to examine: <ul style="list-style-type: none"> <li>○ text craft and structure</li> <li>○ elements of literature</li> <li>○ arguments, themes, and claims supported by textual evidence</li> <li>○ power and impact of language</li> <li>○ influence of history, culture, and setting on language</li> <li>○ personal critical and aesthetic response</li> </ul> </li> <li>• writing for varied purposes <ul style="list-style-type: none"> <li>○ developing and supporting argumentative claims</li> <li>○ crafting coherent, supported informative/expository texts</li> <li>○ responding to literature for personal and analytical</li> </ul> </li> </ul>

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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).

*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.*

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## STANDARDS (46)

### 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.

**HE.912.B.2.3:**

Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.  
Remarks/Examples

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	Some examples may include effective verbal and nonverbal communication, compromise, conflict resolution.
<a href="#"><u>HE.912.B.3.1:</u></a>	Determine the value of applying a thoughtful decision-making process in health-related situations. Remarks/Examples Some examples may include sexual activity, alcohol consumption, organ donor decisions, child care, protection against infectious agents, wellness promotion, and first aid treatment options.
<a href="#"><u>HE.912.C.1.2:</u></a>	Interpret the interrelationships of mental/emotional, intellectual, physical, and social health. Remarks/Examples Some examples may include binge drinking, eating disorders, sexual relationships, healthy relationships, sexual abstinence/risk reduction behaviors.
<a href="#"><u>LAFS.1112.L.1.1:</u></a>	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.
<a href="#"><u>LAFS.1112.L.1.2:</u></a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Observe hyphenation conventions. b. Spell correctly.
<a href="#"><u>LAFS.1112.L.2.3:</u></a>	Apply knowledge of language to understand how language

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	<p>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., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<p><a href="#"><u>LAFS.1112.L.3.4:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.L.3.5:</u></a></p>	<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>

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<a href="#"><u>LAFS.1112.L.3.6:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.1:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.3:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.2.4:</u></a>	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).
<a href="#"><u>LAFS.1112.RI.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.2.6:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.3.7:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.3.8:</u></a>	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

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	public advocacy (e.g., The Federalist, presidential addresses).
<a href="#"><u>LAFS.1112.RI.3.9:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.4.10:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.1:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.3:</u></a>	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).
<a href="#"><u>LAFS.1112.RL.2.4:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.2.5:</u></a>	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

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	aesthetic impact.
<a href="#"><u>LAFS.1112.RL.2.6:</u></a>	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).
<a href="#"><u>LAFS.1112.RL.3.7:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.3.9:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.4.10:</u></a>	<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>
<a href="#"><u>LAFS.1112.SL.1.1:</u></a>	<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>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</li> </ol>

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	<p>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>
<p><a href="#"><u>LAFS.1112.SL.1.2:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.SL.1.3:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.SL.2.4:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.SL.2.5:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.SL.2.6:</u></a></p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p>Remarks/Examples</p> <hr/> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#"><u>here</u></a>.</p>

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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

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	<p>topic.</p> <ul style="list-style-type: none"> <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>
<p><a href="#"><u>LAFS.1112.W.1.3:</u></a></p>	<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>

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<a href="#"><u>LAFS.1112.W.2.4:</u></a>	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.)
<a href="#"><u>LAFS.1112.W.2.5:</u></a>	<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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#"><u>here</u></a>.</p>
<a href="#"><u>LAFS.1112.W.2.6:</u></a>	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.
<a href="#"><u>LAFS.1112.W.3.7:</u></a>	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.
<a href="#"><u>LAFS.1112.W.3.8:</u></a>	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.
<a href="#"><u>LAFS.1112.W.3.9:</u></a>	<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>

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	<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>
<p><a href="#"><u>LAFS.1112.W.4.10:</u></a></p>	<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><a href="#"><u>SS.912.C.2.8:</u></a></p>	<p>Analyze the impact of citizen participation as a means of achieving political and social change. Remarks/Examples</p> <hr/> <p>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p> <hr/>
<p><a href="#"><u>SS.912.C.3.13:</u></a></p>	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Remarks/Examples</p> <hr/> <p>Examples are education, transportation, crime prevention, funding of services.</p> <hr/>



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	funding of services.



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# Course: British Literature Honors- 1020820

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4413>

## BASIC INFORMATION

<b>Course Number:</b>	1020820
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Literature, British Literature Honors, British, Honors, BRIT LIT HON, Core
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Literature
<b>Course Title:</b>	British Literature Honors
<b>Course Abbreviated Title:</b>	BRIT LIT HON
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Type:</b>	Core
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation</b>	•EN English

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<b>Requirement:</b>	
<b>Honors?</b>	Yes
<b>Version Description:</b>	<p>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.</p> <p><b>Honors and Advanced Level Course Note:</b> 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.</p>
<b>General Notes:</b>	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn</li> <li>• analysis of literature and informational texts from varied literary periods to examine: <ul style="list-style-type: none"> <li>○ text craft and structure</li> <li>○ elements of literature</li> <li>○ arguments, themes, and claims supported by textual evidence</li> <li>○ power and impact of language</li> <li>○ influence of history, culture, and setting on language</li> <li>○ personal critical and aesthetic response</li> </ul> </li> <li>• writing for varied purposes <ul style="list-style-type: none"> <li>○ developing and supporting argumentative claims</li> <li>○ crafting coherent, supported informative/expository texts</li> <li>○ responding to literature for personal and analytical purposes</li> <li>○ writing narratives to develop real or imagined</li> </ul> </li> </ul>

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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).

*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.*

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## STANDARDS (44)

### 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. **The following standards are not required in British literature classes: LAFS.1112.RI.3.8, LAFS.1112.RI.3.9**

### 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.

<b><u>HE.912.B.2.1:</u></b>	Explain skills needed to communicate effectively with family, peers, and others to enhance health. Remarks/Examples
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	<p>Some examples may include using "I" messages, voice pitch/volume, eye contact, journal experiences, letter-writing, persuasive speech.</p>
<p><a href="#"><u>LAFS.1112.L.1.1:</u></a></p>	<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. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>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.</li> </ul>
<p><a href="#"><u>LAFS.1112.L.1.2:</u></a></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Observe hyphenation conventions.</li> <li>b. Spell correctly.</li> </ul>
<p><a href="#"><u>LAFS.1112.L.2.3:</u></a></p>	<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> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p><a href="#"><u>LAFS.1112.L.3.4:</u></a></p>	<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> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence,</li> </ul>

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	<p>paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <ul style="list-style-type: none"> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</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, its etymology, or its standard usage.</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><a href="#"><u>LAFS.1112.L.3.5:</u></a></p>	<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., hyperbole, paradox) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ul>
<p><a href="#"><u>LAFS.1112.L.3.6:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.RI.1.1:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.RI.1.2:</u></a></p>	<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>

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<a href="#"><u>LAFS.1112.RI.1.3:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.2.4:</u></a>	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).
<a href="#"><u>LAFS.1112.RI.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.2.6:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.3.7:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.3.8:</u></a>	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).
<a href="#"><u>LAFS.1112.RI.3.9:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.4.10:</u></a>	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.

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<a href="#"><u>LAFS.1112.RL.1.1:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.3:</u></a>	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).
<a href="#"><u>LAFS.1112.RL.2.4:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.2.6:</u></a>	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).
<a href="#"><u>LAFS.1112.RL.3.7:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.3.9:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.4.10:</u></a>	By the end of grade 11, read and comprehend literature,

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	<p>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>
<p><a href="#"><u>LAFS.1112.SL.1.1:</u></a></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>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> </ol>
<p><a href="#"><u>LAFS.1112.SL.1.2:</u></a></p>	<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>

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<a href="#"><u>LAFS.1112.SL.1.3:</u></a>	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.
<a href="#"><u>LAFS.1112.SL.2.4:</u></a>	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.
<a href="#"><u>LAFS.1112.SL.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.SL.2.6:</u></a>	<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a>.</p>
<a href="#"><u>LAFS.1112.W.1.1:</u></a>	<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>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,</li> </ol>

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	<p>between reasons and evidence, and between claim(s) and counterclaims.</p> <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>
<p><a href="#"><u>LAFS.1112.W.3.7:</u></a></p>	<p>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.</p>
<p><a href="#"><u>LAFS.1112.W.1.2:</u></a></p>	<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</li> </ul>

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	<p>presented (e.g., articulating implications or the significance of the topic).</p>
<p><b><u>LAFS.1112.W.1.3:</u></b></p>	<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>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> </ol>
<p><b><u>LAFS.1112.W.2.4:</u></b></p>	<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>
<p><b><u>LAFS.1112.W.2.5:</u></b></p>	<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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>Remarks/Examples</p>

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	<p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a>.</p>
<a href="#">LAFS.1112.W.2.6:</a>	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.
<a href="#">LAFS.1112.W.3.8:</a>	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.
<a href="#">LAFS.1112.W.3.9:</a>	<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>
<a href="#">LAFS.1112.W.4.10:</a>	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.
<a href="#">SS.912.C.2.8:</a>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p>Remarks/Examples</p>

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	<p>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
<p><b><u>SS.912.C.3.13:</u></b></p>	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p>Remarks/Examples</p> <p>Examples are education, transportation, crime prevention, funding of services.</p>



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# Course: Classical Literature Honors- 1020830

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4410>

## BASIC INFORMATION

<b>Course Number:</b>	1020830
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Literature, Classical Literature Honors, Classical, Honors, CLASS LIT HON, Core
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Literature
<b>Course Title:</b>	Classical Literature Honors
<b>Course Abbreviated Title:</b>	CLASS LIT HON
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Core
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation</b>	•EN English

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<b>Requirement:</b>	
<b>Honors?</b>	Yes
<b>Version Description:</b>	<p>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.</p> <p><b>Honors and Advanced Level Course Note:</b> 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.</p>
<b>General Notes:</b>	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn</li> <li>• analysis of literature and informational texts from varied literary periods to examine: <ul style="list-style-type: none"> <li>○ text craft and structure</li> <li>○ elements of literature</li> <li>○ arguments, themes, and claims supported by textual evidence</li> <li>○ power and impact of language</li> <li>○ influence of history, culture, and setting on language</li> <li>○ personal critical and aesthetic response</li> </ul> </li> <li>• writing for varied purposes <ul style="list-style-type: none"> <li>○ developing and supporting argumentative claims</li> <li>○ crafting coherent, supported informative/expository texts</li> <li>○ responding to literature for personal and analytical purposes</li> <li>○ writing narratives to develop real or imagined events</li> </ul> </li> </ul>

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- 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).

*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.*

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## STANDARDS (44)

### 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.

<b><u>HE.912.C.1.2:</u></b>	Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.
	Remarks/Examples
	Some examples may include binge drinking, eating disorders, sexual relationships, healthy relationships, sexual

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	abstinence/risk reduction behaviors.
<a href="#"><u>LAFS.1112.L.1.1:</u></a>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>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.</li> </ol>
<a href="#"><u>LAFS.1112.L.1.2:</u></a>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Observe hyphenation conventions.</li> <li>b. Spell correctly.</li> </ol>
<a href="#"><u>LAFS.1112.L.2.3:</u></a>	<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>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.</li> </ol>
<a href="#"><u>LAFS.1112.L.3.4:</u></a>	<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>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</li> </ol>

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	<p>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>
<p><a href="#"><u>LAFS.1112.L.3.5:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.L.3.6:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.RI.1.1:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.RI.1.2:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.RI.1.3:</u></a></p>	<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>

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<a href="#"><u>LAFS.1112.RI.2.4:</u></a>	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).
<a href="#"><u>LAFS.1112.RI.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.2.6:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.3.7:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.3.8:</u></a>	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).
<a href="#"><u>LAFS.1112.RI.3.9:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.4.10:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.1:</u></a>	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

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	uncertain.
<a href="#"><u>LAFS.1112.RL.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.3:</u></a>	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).
<a href="#"><u>LAFS.1112.RL.2.4:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.2.6:</u></a>	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).
<a href="#"><u>LAFS.1112.RL.3.7:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.3.9:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.4.10:</u></a>	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

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	<p>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>
<p><a href="#"><u>LAFS.1112.SL.1.1:</u></a></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>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> </ol>
<p><a href="#"><u>LAFS.1112.SL.1.2:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.SL.1.3:</u></a></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of</p>

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	evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<a href="#">LAFS.1112.SL.2.4:</a>	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.
<a href="#">LAFS.1112.SL.2.5:</a>	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.
<a href="#">LAFS.1112.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples <b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a> .
<a href="#">LAFS.1112.W.1.1:</a>	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</li> </ul>

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	<p>counterclaims.</p> <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>
<p><a href="#"><u>LAFS.1112.W.3.7:</u></a></p>	<p>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.</p>
<p><a href="#"><u>LAFS.1112.W.1.2:</u></a></p>	<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</li> </ul>

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	significance of the topic).
<a href="#"><u>LAFS.1112.W.1.3:</u></a>	<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>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> </ol>
<a href="#"><u>LAFS.1112.W.2.4:</u></a>	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.)
<a href="#"><u>LAFS.1112.W.2.5:</u></a>	<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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is</p>

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# Course: Contemporary Literature Honors-1020840

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4408>

## BASIC INFORMATION

<b>Course Number:</b>	1020840
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Literature, Contemporary Literature Honors, Contemporary, Honors, CONTEMP LIT HON, Core
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Literature
<b>Course Title:</b>	Contemporary Literature Honors
<b>Course Abbreviated Title:</b>	CONTEMP LIT HON
<b>Number of Credits:</b>	Half credit (.5)
<b>Course length:</b>	Semester (S)
<b>Course Type:</b>	Core
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending

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<b>Graduation Requirement:</b>	•EN English
<b>Version Description:</b>	<p>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.</p> <p><b>Honors and Advanced Level Course Note:</b> 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.</p>
<b>General Notes:</b>	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn</li> <li>• analysis of varied contemporary literature and informational texts to examine: <ul style="list-style-type: none"> <li>○ text craft and structure</li> <li>○ elements of literature</li> <li>○ arguments, themes, and claims supported by textual evidence</li> <li>○ power and impact of language</li> <li>○ influence of history, culture, and setting on language</li> <li>○ personal critical and aesthetic response</li> </ul> </li> <li>• writing for varied purposes <ul style="list-style-type: none"> <li>○ developing and supporting argumentative claims</li> <li>○ crafting coherent, supported informative/expository texts</li> <li>○ responding to literature for personal and analytical purposes</li> <li>○ writing narratives to develop real or imagined</li> </ul> </li> </ul>

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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).

*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.*

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## STANDARDS (46)

### 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.*

<b>HE.912.B.2.1:</b>	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
	Remarks/Examples
	Some examples may include using "I" messages, voice

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	pitch/volume, eye contact, journal experiences, letter-writing, persuasive speech.
<a href="#"><u>HE.912.B.2.4:</u></a>	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Remarks/Examples Some examples may include verbal, written, active listening, seek help for friend.
<a href="#"><u>HE.912.C.1.2:</u></a>	Interpret the interrelationships of mental/emotional, intellectual, physical, and social health. Remarks/Examples Some examples may include binge drinking, eating disorders, sexual relationships, healthy relationships, sexual abstinence/risk reduction behaviors.
<a href="#"><u>LAFS.1112.L.1.1:</u></a>	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.
<a href="#"><u>LAFS.1112.L.1.2:</u></a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Observe hyphenation conventions. b. Spell correctly.
<a href="#"><u>LAFS.1112.L.2.3:</u></a>	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

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	<p>listening.</p> <p>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.</p>
<p><a href="#"><u>LAFS.1112.L.3.4:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.L.3.5:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.L.3.6:</u></a></p>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and</p>

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	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.
<a href="#"><u>LAFS.1112.RI.1.1:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.3:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.2.4:</u></a>	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).
<a href="#"><u>LAFS.1112.RI.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.2.6:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.3.7:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.3.8:</u></a>	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).
<a href="#"><u>LAFS.1112.RI.3.9:</u></a>	Analyze seventeenth-, eighteenth-, and nineteenth-century

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	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.
<a href="#"><u>LAFS.1112.RI.4.10:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.1:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.3:</u></a>	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).
<a href="#"><u>LAFS.1112.RL.2.4:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.2.6:</u></a>	Analyze a case in which grasping a point of view requires

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	distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
<a href="#"><u>LAFS.1112.RL.3.7:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.3.9:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.4.10:</u></a>	<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>
<a href="#"><u>LAFS.1112.SL.1.1:</u></a>	<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>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</li> </ol>

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	<p>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>
<a href="#"><u>LAFS.1112.SL.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.SL.1.3:</u></a>	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.
<a href="#"><u>LAFS.1112.SL.2.4:</u></a>	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.
<a href="#"><u>LAFS.1112.SL.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.SL.2.6:</u></a>	<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#"><u>here</u></a>.</p>
<a href="#"><u>LAFS.1112.W.1.1:</u></a>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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	<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>
<p><b><u>LAFS.1112.W.1.2:</u></b></p>	<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</li> </ul>

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	<p>the relationships among complex ideas and concepts.</p> <ul style="list-style-type: none"> <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>
<p><b><u>LAFS.1112.W.1.3:</u></b></p>	<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>
<p><b><u>LAFS.1112.W.2.4:</u></b></p>	<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</p>

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	defined in standards 1–3 above.)
<a href="#">LAFS.1112.W.2.5:</a>	<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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a>.</p>
<a href="#">LAFS.1112.W.2.6:</a>	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.
<a href="#">LAFS.1112.W.3.7:</a>	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.
<a href="#">LAFS.1112.W.3.8:</a>	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.
<a href="#">LAFS.1112.W.3.9:</a>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol 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</li> </ol>

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	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]”).
<a href="#"><u>LAFS.1112.W.4.10:</u></a>	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.
<a href="#"><u>SS.912.C.2.8:</u></a>	Analyze the impact of citizen participation as a means of achieving political and social change. Remarks/Examples Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
<a href="#"><u>SS.912.C.3.13:</u></a>	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Remarks/Examples Examples are education, transportation, crime prevention, funding of services.



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# Course: World Literature Honors- 1020850

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4406>

## BASIC INFORMATION

<b>Course Number:</b>	1020850
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Literature, World Literature Honors, Honors, World, WORLD LIT HON, Core
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Literature
<b>Course Title:</b>	World Literature Honors
<b>Course Abbreviated Title:</b>	WORLD LIT HON
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Type:</b>	Core
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation</b>	•EN English

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<b>Requirement:</b>	
<b>Honors?</b>	Yes
<b>Version Description:</b>	<p>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</p> <p><b>Honors and Advanced Level Course Note:</b> 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.</p>
<b>General Notes:</b>	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn</li> <li>• analysis of literature and informational texts from varied literary periods to examine: <ul style="list-style-type: none"> <li>○ text craft and structure</li> <li>○ elements of literature</li> <li>○ arguments, themes, and claims supported by textual evidence</li> <li>○ power and impact of language</li> <li>○ influence of history, culture, and setting on language</li> <li>○ personal critical and aesthetic response</li> </ul> </li> <li>• writing for varied purposes <ul style="list-style-type: none"> <li>○ developing and supporting argumentative claims</li> <li>○ crafting coherent, supported informative/expository texts</li> <li>○ responding to literature for personal and analytical purposes</li> <li>○ writing narratives to develop real or imagined events</li> </ul> </li> </ul>

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- 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).

*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.*

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# Course: Leadership Skills Development-2400300

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4222>

## BASIC INFORMATION

<b>Course Number:</b>	2400300
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	leadership, skills, development, education, courses, problem, solving, decision making, communication skills, General, Grades 9 to 12 and Adult Education Courses, Education Courses, Leadership Skills Development, LEAD SKLS DEV
<b>Course Path:</b>	<p><b>Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses</p> <p><b>Subject:</b> Leadership Skills Development</p> <p><b>SubSubject:</b> General</p>
<b>Course Title:</b>	Leadership Skills Development
<b>Course Abbreviated Title:</b>	LEAD SKLS DEV
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations,

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	<p>team building, and other group processes.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• study in self-understanding</li> <li>• development in such areas as goal setting, self-actualization, and assertiveness</li> <li>• study of organizational theories and management</li> </ul>
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STANDARDS (20)

<a href="#"><u>HE.912.B.5.4:</u></a>	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Remarks/Examples</p> <p>Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
<a href="#"><u>HE.912.B.5.5:</u></a>	<p>Examine barriers that can hinder healthy decision making.</p> <p>Remarks/Examples</p> <p>Interpersonal, financial, environmental factors, and accessibility of health information.</p>
<a href="#"><u>HE.912.P.8.2:</u></a>	<p>Utilize current, accurate data/information to formulate a health-enhancing message.</p> <p>Remarks/Examples</p> <p>Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
<a href="#"><u>HE.912.P.8.4:</u></a>	<p>Adapt health messages and communication techniques to a specific target audience.</p> <p>Remarks/Examples</p> <p>Internet safety, disease prevention, health disparities, disaster</p>

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	relief, and CPR/AED training.
<a href="#">LAFS.910.RI.2.4:</a>	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).
<a href="#">LAFS.910.RI.3.8:</a>	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.
<a href="#">LAFS.910.RL.2.4:</a>	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).
<a href="#">LAFS.910.SL.2.4:</a>	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.
<a href="#">LAFS.910.SL.2.5:</a>	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.
<a href="#">LAFS.910.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples <b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a> .
<a href="#">PE.912.C.2.20:</a>	Identify appropriate methods to resolve physical conflict.
<a href="#">PE.912.M.1.5:</a>	Apply strategies for self improvement based on individual strengths and needs.

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<a href="#"><u>SS.912.C.2.12:</u></a>	Explain the changing roles of television, radio, press, and Internet in political communication.
<a href="#"><u>SS.912.C.2.13:</u></a>	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. Remarks/Examples Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.
<a href="#"><u>SS.912.C.2.15:</u></a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#"><u>SS.912.C.2.2:</u></a>	Evaluate the importance of political participation and civic participation.
<a href="#"><u>SS.912.C.2.3:</u></a>	Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#"><u>SS.912.C.2.5:</u></a>	Conduct a service project to further the public good. Remarks/Examples Examples are school, community, state, national, international.
<a href="#"><u>SS.912.C.2.8:</u></a>	Analyze the impact of citizen participation as a means of achieving political and social change. Remarks/Examples Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
<a href="#"><u>SS.912.C.2.9:</u></a>	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Remarks/Examples Examples are Preamble, Declaration of Independence,

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	Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
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## STANDARDS (42)

### 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.

<b><u>HE.912.B.2.1:</u></b>	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
	Remarks/Examples
	Some examples may include using "I" messages, voice pitch/volume, eye contact, journal experiences, letter-writing,

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	persuasive speech.
<a href="#"><u>LAFS.1112.L.1.1:</u></a>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>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.</li> </ol>
<a href="#"><u>LAFS.1112.L.1.2:</u></a>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Observe hyphenation conventions.</li> <li>b. Spell correctly.</li> </ol>
<a href="#"><u>LAFS.1112.L.2.3:</u></a>	<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>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.</li> </ol>
<a href="#"><u>LAFS.1112.L.3.4:</u></a>	<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>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</li> </ol>

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	<p>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>
<p><a href="#"><u>LAFS.1112.L.3.5:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.L.3.6:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.RI.1.1:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.RI.1.2:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.RI.1.3:</u></a></p>	<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>

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<a href="#"><u>LAFS.1112.RI.2.4:</u></a>	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).
<a href="#"><u>LAFS.1112.RI.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.2.6:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.3.9:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.4.10:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.1:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.3:</u></a>	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

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	introduced and developed).
<a href="#"><u>LAFS.1112.RL.2.4:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.2.6:</u></a>	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).
<a href="#"><u>LAFS.1112.RL.3.7:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.3.9:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.4.10:</u></a>	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.
<a href="#"><u>LAFS.1112.SL.1.1:</u></a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse

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	<p>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>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> </ol>
<p><a href="#"><u>LAFS.1112.SL.1.2:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.SL.1.3:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.SL.2.4:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.SL.2.5:</u></a></p>	<p>Make strategic use of digital media (e.g., textual, graphical, audio,</p>

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	visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#">LAFS.1112.SL.2.6:</a>	<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a>.</p>
<a href="#">LAFS.1112.W.1.1:</a>	<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>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> </ol>
<a href="#">LAFS.1112.W.1.2:</a>	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately

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	<p>through the effective selection, organization, and analysis of content.</p> <ol 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> </ol>
<p><a href="#"><u>LAFS.1112.W.1.3:</u></a></p>	<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>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> </ol>

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	<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>
<p><a href="#">LAFS.1112.W.2.4:</a></p>	<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>
<p><a href="#">LAFS.1112.W.2.5:</a></p>	<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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a>.</p>
<p><a href="#">LAFS.1112.W.2.6:</a></p>	<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>
<p><a href="#">LAFS.1112.W.3.7:</a></p>	<p>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.</p>
<p><a href="#">LAFS.1112.W.3.8:</a></p>	<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,</p>

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	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.
<a href="#"><u>LAFS.1112.W.3.9:</u></a>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol 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> </ol>
<a href="#"><u>LAFS.1112.W.4.10:</u></a>	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.
<a href="#"><u>SS.912.C.2.8:</u></a>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p>Remarks/Examples</p> <p>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
<a href="#"><u>SS.912.C.3.13:</u></a>	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p>Remarks/Examples</p> <p>Examples are education, transportation, crime prevention, funding of services.</p>

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	from the adopted standards document that can be found <a href="#">here</a> .
<a href="#">LAFS.1112.W.2.6:</a>	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.
<a href="#">LAFS.1112.W.3.8:</a>	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.
<a href="#">LAFS.1112.W.3.9:</a>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol 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> </ol>
<a href="#">LAFS.1112.W.4.10:</a>	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.
<a href="#">SS.912.C.2.8:</a>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p>Remarks/Examples</p> <p>Examples are e-mail campaigns, boycotts, blogs, podcasts,</p>

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# Course: Great Books Honors- 1020860

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3790>

## BASIC INFORMATION

<b>Course Number:</b>	1020860
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, High School, Secondary, 9-12, 9 to 12, Language Arts, English, Literature, Great Books Honors, Great Books, Books, Honors, GREAT BOOKS HON, Core
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Language Arts <b>SubSubject:</b> Literature
<b>Course Title:</b>	Great Books Honors
<b>Course Abbreviated Title:</b>	GREAT BOOKS HON
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Type:</b>	Core
<b>Course Level:</b>	3
<b>Status:</b>	Draft - Board Approval Pending
<b>Graduation</b>	•EN English

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<b>Requirement:</b>	
<b>Version Description:</b>	<p>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.</p> <p><b>Honors and Advanced Level Course Note:</b> 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.</p>
<b>General Notes:</b>	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn</li> <li>• analysis of literature and informational texts from varied literary periods to examine: <ul style="list-style-type: none"> <li>○ text craft and structure</li> <li>○ elements of literature</li> <li>○ arguments, themes, and claims supported by textual evidence</li> <li>○ power and impact of language</li> <li>○ influence of history, culture, and setting on language</li> <li>○ personal critical and aesthetic response</li> </ul> </li> <li>• writing for varied purposes <ul style="list-style-type: none"> <li>○ developing and supporting argumentative claims</li> <li>○ crafting coherent, supported informative/expository texts</li> <li>○ responding to literature for personal and analytical purposes</li> <li>○ writing narratives to develop real or imagined events</li> <li>○ writing to sources (short and longer research)</li> </ul> </li> </ul>

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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).

*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.*

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## STANDARDS (45)

### 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.

<b><u>HE.912.C.1.2:</u></b>	Interpret the significance of interrelationships in mental/emotional, physical, and social health.
	Remarks/Examples
	Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger

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	management, and regular exercise.
<a href="#"><u>HE.912.C.2.5:</u></a>	<p>Evaluate the effect of media on personal and family health.</p> <p>Remarks/Examples</p> <p>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>
<a href="#"><u>LAFS.1112.L.1.1:</u></a>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>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.</li> </ol>
<a href="#"><u>LAFS.1112.L.1.2:</u></a>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Observe hyphenation conventions.</li> <li>b. Spell correctly.</li> </ol>
<a href="#"><u>LAFS.1112.L.2.3:</u></a>	<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>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</li> </ol>

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	when reading.
<a href="#"><u>LAFS.1112.L.3.4:</u></a>	<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>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., conceive, conception, conceivable).</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, its etymology, or its standard usage.</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> </ol>
<a href="#"><u>LAFS.1112.L.3.5:</u></a>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ol>
<a href="#"><u>LAFS.1112.L.3.6:</u></a>	<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>
<a href="#"><u>LAFS.1112.RI.1.1:</u></a>	Cite strong and thorough textual evidence to support analysis of

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	what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<a href="#"><u>LAFS.1112.RI.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.1.3:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.2.4:</u></a>	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).
<a href="#"><u>LAFS.1112.RI.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.2.6:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.3.7:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.3.8:</u></a>	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).
<a href="#"><u>LAFS.1112.RI.3.9:</u></a>	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.
<a href="#"><u>LAFS.1112.RI.4.10:</u></a>	By the end of grade 11, read and comprehend literary nonfiction

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	<p>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 literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>
<a href="#"><u>LAFS.1112.RL.1.1:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.2:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.1.3:</u></a>	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).
<a href="#"><u>LAFS.1112.RL.2.4:</u></a>	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.)
<a href="#"><u>LAFS.1112.RL.2.5:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.2.6:</u></a>	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).
<a href="#"><u>LAFS.1112.RL.3.7:</u></a>	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.

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	(Include at least one play by Shakespeare and one play by an American dramatist.)
<a href="#"><u>LAFS.1112.RL.3.9:</u></a>	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.
<a href="#"><u>LAFS.1112.RL.4.10:</u></a>	<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>
<a href="#"><u>LAFS.1112.SL.1.1:</u></a>	<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>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</li> </ol>

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	required to deepen the investigation or complete the task.
<a href="#">LAFS.1112.SL.1.2:</a>	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.
<a href="#">LAFS.1112.SL.1.3:</a>	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.
<a href="#">LAFS.1112.SL.2.4:</a>	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.
<a href="#">LAFS.1112.SL.2.5:</a>	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.
<a href="#">LAFS.1112.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples
	<b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a> .
<a href="#">LAFS.1112.W.1.1:</a>	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>

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	<p>and evidence.</p> <ul style="list-style-type: none"> <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>
<p><a href="#"><u>LAFS.1112.W.1.2:</u></a></p>	<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</li> </ul>

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	<p>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>
<p><a href="#"><u>LAFS.1112.W.1.3:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.W.2.4:</u></a></p>	<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>
<p><a href="#"><u>LAFS.1112.W.2.5:</u></a></p>	<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</p>

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	<p>audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>Remarks/Examples</p> <p><b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a>.</p>
<p><a href="#">LAFS.1112.W.2.6:</a></p>	<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>
<p><a href="#">LAFS.1112.W.3.7:</a></p>	<p>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.</p>
<p><a href="#">LAFS.1112.W.3.8:</a></p>	<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><a href="#">LAFS.1112.W.3.9:</a></p>	<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</li> </ul>

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# Course: Leadership Techniques- 2400310

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4223>

## BASIC INFORMATION

<b>Course Number:</b>	2400310
<b>Grade Levels:</b>	9,10,11,12
<b>Keyword:</b>	leadership, techniques, education, courses, decision making, problem, solving, communication, General, Grades 9 to 12 and Adult Education Courses, Education Courses, Leadership Techniques, LEAD TECNQS
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses <b>Subject:</b> Leadership Skills Development <b>SubSubject:</b> General
<b>Course Title:</b>	Leadership Techniques
<b>Course Abbreviated Title:</b>	LEAD TECNQS
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year (Y)
<b>Course Level:</b>	2
<b>Status:</b>	Draft - Board Approval Pending
<b>General Notes:</b>	This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, and the role of leadership in a democratic society.

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	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• Development in areas such as self-esteem, goal setting, and character building</li> <li>• Enhanced leadership skills and the ability to function in both a group setting and the community</li> </ul>
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STANDARDS (27)

<a href="#"><u>HE.912.B.5.4:</u></a>	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Remarks/Examples</p> <p>Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
<a href="#"><u>HE.912.P.8.2:</u></a>	<p>Utilize current, accurate data/information to formulate a health-enhancing message.</p> <p>Remarks/Examples</p> <p>Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p>
<a href="#"><u>HE.912.P.8.4:</u></a>	<p>Adapt health messages and communication techniques to a specific target audience.</p> <p>Remarks/Examples</p> <p>Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.</p>
<a href="#"><u>LAFS.910.RI.2.4:</u></a>	<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</p>

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	differs from that of a newspaper).
<a href="#">LAFS.910.RI.3.8:</a>	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.
<a href="#">LAFS.910.SL.2.4:</a>	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.
<a href="#">LAFS.910.SL.2.5:</a>	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.
<a href="#">LAFS.910.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples
	<b>Note:</b> The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <a href="#">here</a> .
<a href="#">PE.912.C.2.20:</a>	Identify appropriate methods to resolve physical conflict.
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.
<a href="#">SS.912.C.2.3:</a>	Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples

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	Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.
<a href="#"><u>SS.912.C.2.4:</u></a>	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
<a href="#"><u>SS.912.C.2.5:</u></a>	Conduct a service project to further the public good. Remarks/Examples Examples are school, community, state, national, international.
<a href="#"><u>SS.912.C.2.6:</u></a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#"><u>SS.912.C.2.8:</u></a>	Analyze the impact of citizen participation as a means of achieving political and social change. Remarks/Examples Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
<a href="#"><u>SS.912.C.2.9:</u></a>	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Remarks/Examples Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.
<a href="#"><u>SS.912.C.3.11:</u></a>	Contrast how the Constitution safeguards and limits individual rights.
<a href="#"><u>SS.912.C.3.12:</u></a>	Simulate the judicial decision-making process in interpreting law at the state and federal level.
<a href="#"><u>SS.912.C.3.15:</u></a>	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
<a href="#"><u>SS.912.C.4.3:</u></a>	Assess human rights policies of the United States and other

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	countries.
<a href="#"><u>SS.912.C.4.4:</u></a>	Compare indicators of democratization in multiple countries.
<a href="#"><u>SS.912.E.1.5:</u></a>	Compare different forms of business organizations. Remarks/Examples Examples are sole proprietorship, partnership, corporation, limited liability corporation.
<a href="#"><u>SS.912.E.2.2:</u></a>	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
<a href="#"><u>SS.912.E.2.6:</u></a>	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies. Remarks/Examples Examples are electric, water, cable, waste management.

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	addresses]”).
<a href="#"><u>LAFS.1112.W.4.10:</u></a>	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.
<a href="#"><u>SS.912.C.2.8:</u></a>	Analyze the impact of citizen participation as a means of achieving political and social change. Remarks/Examples Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.
<a href="#"><u>SS.912.C.3.13:</u></a>	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Remarks/Examples Examples are education, transportation, crime prevention, funding of services.



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