

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Language Arts
Course Number: 1001040
Course Title: M/J Language Arts 2
Course Length: 1 year

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.

Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

Major Concepts/Content. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

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

- using the reading process to construct meaning from a wide range of literary, informational, and technical texts
- using the writing process to communicate information and ideas
- using listening, viewing, and speaking strategies
- understanding the power of language and using language in authentic contexts
- understanding the common features of a variety of literary forms
- responding critically to visual, oral, and written texts

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

B. Special Note. None

C. Course Requirements. These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

1. Demonstrate understanding and use of appropriate and effective vocabulary.

LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

2. Read informational, technical, and literary selections for literal, inferential, and interpretive meaning.

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.E.1.3.4 know how mood or meaning is conveyed in poetry (e.g., word choice such as dialect, invented words, concrete or abstract terms, sensory or figurative language; use of sentence structure, line length, punctuation, and rhythm).

LA.E.1.3.5 identify common themes in literature.

LA.E.2.3.2 respond to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.

3. Demonstrate knowledge of the characteristics and elements of literary selections and other appropriate texts.

LA.E.1.3.2 recognize complex elements of plot, including setting, character development, conflicts, and resolutions.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

LA.E.2.3.1 understand how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.

LA.E.2.3.3 know that a literary text may elicit a wide variety of valid responses.

LA.E.2.3.4 know ways in which literature reflects the diverse voices of people from various backgrounds.

4. Use process writing strategies and the conventions of standard written English to write for a variety of purposes and audiences.

LA.B.1.3.1 organize information before writing according to the type and purpose of writing.

LA.B.1.3.2 draft and revise writing that

is focused, purposeful, and reflects insight into the writing situation;
conveys a sense of completeness and wholeness with adherence to the main idea;
has an organizational pattern that provides for a logical progression of ideas;
has support that is substantial, specific, relevant, concrete, and/or illustrative;
demonstrates a commitment to and an involvement with the subject;
has clarity in presentation of ideas;
uses creative writing strategies appropriate to the purpose of the paper;
demonstrates a command of language (word choice) with freshness of expression;
has varied sentence structure and sentences that are complete except when fragments are used purposefully; and
has few, if any, convention errors in mechanics, usage, and punctuation.

LA.B.1.3.3 produce final documents that have been edited for
correct spelling;
correct punctuation, including commas, colons, and semicolons;
correct capitalization;
effective sentence structure;
correct common usage, including subject-verb agreement, common noun-pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and
correct formatting.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

5. Use listening, viewing, and speaking skills to obtain and convey information and ideas.

LA.C.1.3.1 listen and use information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.

LA.C.1.3.2 select and listen to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.

LA.C.1.3.3 acknowledge the feelings and messages sent in a conversation.

LA.C.1.3.4 use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

LA.C.3.3.2 ask questions and make comments and observations that

reflect understanding and application of content, processes, and experiences.

LA.C.3.3.3 speak for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

6. Select and use appropriate media tools for effective visual, oral, and written communication.

LA.C.2.3.1 determine main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.

LA.D.2.3.4 understand how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.

LA.D.2.3.5 incorporate audiovisual aids in presentations.

7. Select and use appropriate language for effective visual, oral, and written communication.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

LA.D.2.3.2 use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.

LA.D.2.3.3 distinguish between emotional and logical argument.

8. Apply reference, study, and test-taking skills.

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs to gather information for research topics.

LA.B.2.3.1 write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

LA.B.2.3.4 use electronic technology including databases and software to gather information and communicate new knowledge.