



Falcon International School

### **English III**

#### **Course Description - Grade 10**

**Time Frame - 1 Year**

#### **Basic Assumptions for Language Arts Education:**

Students will use skills to read for literacy experiences, read to inform and read to perform a task by: identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read).

**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 shall include, but not be limited to, the following:

- Using the reading process to construct meaning using technical, informative, and imaginative texts
- Using writing processes for various purposes with attention to style and format
- Using the research process and individual inquiry to locate, analyze, and evaluate information
- Using effective listening, speaking, and viewing strategies in informal and formal situations
- Understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers
- Understanding and analyzing literary texts
- Responding critically and aesthetically to literature

**After successfully completing this course the student will be able to do the following:**

- Use reading strategies effectively to construct meaning from a range of technical, informative, and literary texts.**

Apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

**-Demonstrate understanding of the ways that history, culture, and setting influence language.**

Apply an understanding that language and literature are primary means by which culture is transmitted.

Understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

**-Demonstrate understanding and respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.**

Understand why certain literary works are considered classics.

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

Analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

Know that people respond differently to texts based on their background knowledge, purpose, and point of view.

**-Use the research and critical inquiry processes to prepare documents and oral presentations.**

Select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

Analyze the validity and reliability of primary source information and uses the information appropriately.

Synthesize information from multiple sources to draw conclusions.