English IV
Teacher's Guide

Course No. 1001400

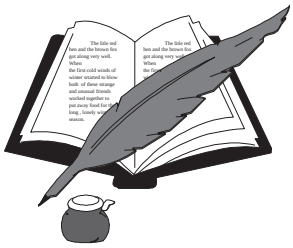
Bureau of Instructional Support and Community Services
Division of Public Schools and Community Education
Florida Department of Education

Reprinted 1999

This product was developed by Leon County Schools, Exceptional Student Education Department, through the Curriculum Improvement Project, a special project funded by the State of Florida, Department of Education, Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Copyright
State of Florida
Department of State
1998

Authorization for reproduction is hereby granted to the State System of Public Education as defined in Section 228.041(1), Florida Statutes. No authorization is granted for distribution or reproduction outside the State System of Public Education without prior approval in writing.



English IV
Teacher's Guide

Course No. 1001400

developed by
Missy Atkinson
Sue Fresen
Pat McEnulty
Janice McLain

page layout by
Blanche Blank
graphics by
Rachel McAllister

Curriculum Improvement Project
IDEA, Part B, Special Project

LEON COUNTY SCHOOLS

Exceptional Student Education

Curriculum Improvement Project
Sue Fresen, Project Manager

Leon County Exceptional Student Education (ESE)
Ward Spisso, Director of Exceptional Education and Student Services
Diane Johnson, Director of the Florida Diagnostic and Learning Resources System (FDLRS)/Miccosukee Associate Center

School Board of Leon County
Tom Young, Chair
J. Scott Dailey
Donna Harper
Maggie Lewis
Fred Varn

Superintendent of Leon County Schools
William J. Montford

Table of Contents

Acknowledgments vii
Foreword ix
User's Guide xi

Unit 1: Integrating Multimedia Technology—Traveling the Information Highway
Overview 1
Curriculum Framework: Standards and Benchmarks 2
Suggestions for Enrichment 3
Unit Assessment 4
Keys 5

Unit 2: Reading British Literature—The Voices of England
Overview 7
Curriculum Framework: Standards and Benchmarks 9
Suggestions for Enrichment 11
Unit Assessment 14
Keys 15

Unit 3: Writing—How to Apply What You Know
Overview 21
Curriculum Framework: Standards and Benchmarks 22
Suggestions for Enrichment 23
Unit Assessment 25
Keys 27

Unit 4: Listening, Viewing, Speaking—The Keys to Understanding
Overview 29
Curriculum Framework: Standards and Benchmarks 30
Suggestions for Enrichment 31
Unit Assessment 33
Keys 35

Appendices
Appendix A: Instructional Strategies 39
Appendix B: Teaching Suggestions 47
Appendix C: Accommodations/Modifications for Inclusion 51
Appendix D: SAT Vocabulary Word List 55
Appendix E: Correlation to Sunshine State Standards 59
Appendix F: References 65

Acknowledgments

The staff of the Curriculum Improvement Project wishes to express appreciation to the curriculum writers and reviewers for their assistance in the development of *English IV*. We also wish to express our gratitude to educators from Leon, Volusia, and Wakulla county school districts for the initial *Parallel Alternative Strategies for Students (PASS) English Skills IV* books.

Curriculum Writers

Missy Atkinson
Technology Coordinator
Godby High School
Tallahassee, FL

Dr. Patricia MacEnulty
Writing Instructor
Florida State University
Tallahassee, FL

Janice McLain
English Teacher
Leon High School
Tallahassee, FL

Copy Editor

Dr. Valerie Anthony
English Instructor
Florida State University
Tallahassee, FL

Review Team

Sue Gauding
ESE Teacher
Godby High School
Tallahassee, Florida

Deborah Shepard
English Teacher
Lincoln High School
Tallahassee, Florida

Production Staff

Sue Fresen, Project Manager
Blanche Blank, Text Design Specialist
Rachel McAllister, Graphic Design Specialist
Curriculum Improvement Project
Leon County Schools
Tallahassee, FL

Foreword

Parallel Alternative Strategies for Students (PASS) books are content-centered packages of alternative methods and activities designed to assist secondary teachers to meet the needs of students of various achievement levels in the regular education content courses. Each *PASS* offers teachers supplementary activities and strategies to assist students with disabilities and diverse learning needs.

The alternative methods and activities found in the *PASS* materials have been adapted to meet the needs of students with diverse learning needs or other exceptionalities and are included in content classes. The *PASS* materials provide regular education teachers and exceptional education teachers with a modified approach for presenting the course content.

The content in *PASS* differs from standard textbooks and workbooks in several ways: simplified text; smaller units of study; reduced vocabulary level; increased frequency of drill and practice; concise directions; less cluttered format; and presentation of skills in small, sequential steps.

As material to augment the curriculum for students with disabilities and diverse learning needs, *PASS* may be used in a variety of ways. For example, some infusion strategies for incorporating this text into the existing program are as follows:

- additional resource to the basic text
- pre-teaching tool (advance organizer)
- post-teaching tool (review)
- alternative homework assignment
- alternative to a book report
- extra credit
- make-up work
- outside assignment
- individual contract
- self-help modules
- independent activity for drill and practice
- general resource material for small or large groups
- assessment of student learning

The initial work on *PASS* materials was done in Florida through Project IMPRESS, an Education of the Handicapped Act (EHA), Part B, project funded to Leon County Schools from 1981–1984. Four sets of modified content materials called *Parallel Alternate Curriculum* (*PAC*) were disseminated as parts two through five of *A Resource Manual for the Development and Evaluation of Special Programs for*

Exceptional Students, Volume V-F: An Interactive Model Program for Exceptional Secondary Students. Project IMPRESS patterned the *PACs* after the curriculum materials developed at the Child Service Demonstration Center at Arizona State University in cooperation with Mesa, Arizona, Public Schools.

A series of 19 *PASS* volumes was developed by teams of regular and special educators from Florida school districts who volunteered to participate in the EHA, Part B, Special Project, Improvement of Secondary Curriculum for Exceptional Students. This project was funded by the Florida Department of Education, Bureau of Education for Exceptional Students, to Leon County Schools during the 1984 through 1988 school years. Regular education subject area teachers and exceptional education teachers worked cooperatively to write, pilot, review, and validate the curriculum packages developed for the selected courses.

Continuation efforts have been maintained through the Curriculum Improvement Project. Beginning in 1989 the Curriculum Improvement Project contracted with Evaluation Systems Design, Inc., to design a revision process for the 19 *PASS* volumes. First, a statewide survey was disseminated to teachers and administrators in the 67 school districts to assess the use of and satisfaction with the *PASS* volumes. Teams of experts in instructional design and teachers in the content area and in exceptional education then carefully reviewed and revised each *PASS* volume according to the instructional design principles recommended in the recent research literature.

Neither the content nor the activities are intended to be a comprehensive presentation of any course. These *PASS* materials, designed to supplement textbooks and other instructional materials, are not intended to be used alone. Instead, they should serve as a stimulus for the teacher to design alternative strategies for teaching the Sunshine State Standards to the mastery level to the diverse population in a high school class.

The *PASS* volumes provide some of the print modifications necessary for students with diverse learning needs to have successful classroom experiences. To increase student learning, these materials must be supplemented with additional resources that offer visual and auditory stimuli, including computer software, videotapes, audiotapes, and laser videodiscs.

User's Guide

The *English IV PASS* and accompanying *Teacher's Guide* are designed as supplementary resources for teachers who are teaching English to secondary students of various achievement levels and diverse learning needs. The content of the *English IV PASS* book is based on the *Florida Curriculum Frameworks* and correlate to the Sunshine State Standards.

The Sunshine State Standards are made up of *strands*, *standards*, and *benchmarks*. A *strand* is the most general type of information and is a label for a category of knowledge. The language arts strands are A) Reading; B) Writing; C) Listening, Viewing, Speaking; D) Language; and E) Literature. A *standard* is a description of general expectations regarding knowledge and skill development. A *benchmark* is the most specific level of information and is a statement of expectations about student knowledge and skills. Correlation information to the Sunshine State Standards for *English IV*, course number 1001400, is given for each unit in a chart in the *Teacher's Guide* following the overview and in a correlation matrix in Appendix E.

The *English IV PASS* is divided into four units of study which correspond to the Language Arts Strands. The content focuses on concepts, instructional text, and activities that help students meet benchmark requirements as identified in the course description. Each unit culminates with an application for students to demonstrate learning. These demonstrations of student learning provide the means for teachers to assess student performance.

Each unit in the *Teacher's Guide* includes the following components:

- **Overview:** Each unit contains a general description of the unit. (This overview is also in the student book.)
- **Curriculum Frameworks:** Each unit contains a chart of Standards and Benchmarks addressed.
- **Suggestions for Enrichment:** Each unit contains activities which may be used to encourage, to interest, and to motivate students by relating concepts to real-world experiences and prior knowledge.
- **Unit Assessment:** Each unit contains an assessment which provides the means for teachers to measure student performance.
- **Keys:** Each unit contains an answer key for each practice and application in the student book and for the unit assessments in the *Teacher's Guide*.

The appendices contain the following components:

- **Appendix A** contains instructional strategies which may be used to aid in meeting the needs of students with diverse learning needs.
- **Appendix B** lists teaching suggestions to help in achieving mastery of the Sunshine State Standards and Benchmarks.
- **Appendix C** contains suggested accommodations and/or modifications of specific strategies for inclusion of students with disabilities and diverse learning needs. The strategies may be tailored to meet the individual needs of students.
- **Appendix D** is a suggested list of the 500 most frequently occurring words on the *Scholastic Aptitude Test* (*SAT*).
- **Appendix E** contains a unit correlation chart of the relevant benchmarks from the Sunshine State Standards associated with the course descriptions for *English IV.* These course requirements describe the knowledge and skills the student will have once the course is successfully completed. The chart may be used in a plan book to record the dates as the benchmarks are addressed.
- **Appendix F** is a list of reference materials and software used to produce *English IV*.

English IV is designed to correlate classroom practices with the Florida Curriculum Frameworks. No one text can adequately meet all the needs of all students—this *PASS* is no exception. It is recommended that teachers use *PASS* with other instructional materials and strategies to aid comprehension and provide reinforcement.

Unit 1: Integrating Multimedia Technology—Traveling the Information Highway

Overview

At one time it was the telephone. Then it was the television. When these technological gadgets first hit the market, most people thought they would never become household items. They were just passing fancies. Nothing could have been further from the truth. The telephone and television have become so common that indeed we are surprised when we don't find both of them in someone's home.

So it was with the computer during its infancy in the 1960s. Few people had the foresight to imagine that computers would become a common and necessary part of our everyday lives. Try to imagine all computers being gone, starting with personal computers to the incredibly powerful computers that run our country's telephone systems. Imagine how our lives would change in a flash!

Computers and online technology have given us access to a wealth of materials, including articles, texts, and other documents. In the past, your research for a school project would have been limited to the contents of your local libraries. You could have gotten documents from distant libraries, but the process would have taken weeks, at least. Today you can get many research articles and books in the time it takes to get on the Internet, locate the document, download, or view it. Often, the process can be done in a matter of minutes. In this unit you will learn how to find documents you want on the Internet.

Computers and online technology have also helped us create a new mail system. In a matter of seconds you can send a message on the Internet to any other computer system that is online. You can be anywhere and read the mail, even on vacation or at the beach. Sending a letter from Florida to California over the Internet takes seconds, just a few strokes of the keys and a few clicks of a mouse, as you will learn in this unit.

Like all technology, computers and online technology can be used for good and productive purposes or can be used to waste time. The knowledge you gain in this unit will help you operate on the information highway. What you do once you're on the Internet is up to you. Use it wisely and responsibly.

The chart below lists the *Sunshine State Standards: Language Arts* and corresponding benchmarks addressed in this unit.

Curriculum Framework: Unit Benchmarks

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

  LA.A.2.4.4 Locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

- **Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.**

  LA.B.1.4.1 Select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

  LA.B.1.4.2 Draft and revise writing that
  - is focused, purposeful, and reflects insight into the writing situation;
  - has an organizational pattern that provides for a logical progression of ideas;
  - has effective use of transitional devices that contribute to a sense of completeness;
  - has support that is substantial, specific, relevant, and concrete;
  - demonstrates a commitment to and involvement with the subject;
  - uses creative writing strategies as appropriate to the purpose of the paper;
  - demonstrates a mature command of language with precision of expression;
  - has varied sentence structure; and
  - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

  LA.B.2.4.2 Organize information using appropriate systems.

  LA.B.2.4.3 Write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

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

  LA.D.1.4.2 Make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

  LA.D.2.4.2 Understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

  LA.D.2.4.3 Recognize production elements that contribute to the effectiveness of a specific medium.

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

  LA.A.2.4.6 Select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources,

  LA.A.2.4.7 Analyze the validity and reliability of primary source information and use the information appropriately.

  LA.A.2.4.8 Synthesize information from multiple sources to draw conclusions.

  LA.B.2.4.4 Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

Suggestions for Enrichment

1. Have students find a real-time "chat" or live interview with a current author.

2. Have students find a site that allows them to ask questions of an expert in a specific field or respond to a survey or question.

3. Have students use the Internet to gather background information about an author whose literary works are being discussed in class, a secondary educational institution, and/or a specific business of interest.

4. Have students use the Internet to gather data to be used in an essay, commercial, advertisement, political speech, and/or presentation.

5. Have students use the Internet to gather ideas about writing a resume, buying a car, buying car or home insurance, renting or buying a house. Have them choose one and prepare a list of "what to do" and "what not to do."

6. Encourage students to use e-mail as a way to improve their writing skills. Have students write to a mentor or maintain a daily journal.

7. Set up e-mail pen pals for students with high school students in another country. (Please note that e-mail procedures will vary depending upon the type of computer and server you use.)

8. Create a web site and publish students' poems, short stories, etc.

9. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Get on the Internet using a browser and **research** *a topic of your choice or one assigned by your teacher. Write a short paragraph below about your topic. Use MLA (Modern Language Association) style to cite the* **electronic references**.

Keys

Practice (p. 14)

Correct answers will be determined by the teacher.

Practice (p. 17)

Correct answers will be determined by the teacher.

Practice (p. 21)

Correct answers will be determined by the teacher.

Practice (p. 22)

Correct answers will be determined by the teacher.

Application (p. 23)

Correct answers will be determined by the teacher.

Unit Assessment (p. 4TG)

Correct answers will be determined by the teacher.

Keys

Unit 2: Reading British Literature—The Voices of England

Overview

America has been shaped by countries and cultures from around the world. Our philosophy and methods of reasoning can be traced back to ancient Greece and Rome. Much of our music and dance has roots in the sounds and rhythms of Africa. Many of our folktales were originally told in Europe, Asia, Africa, and around Native American campfires. The language that we speak comes from Great Britain, the country which colonized these shores more than 400 years ago. Though the United States broke away politically from the British in 1776, the two countries continue to be linked through this shared language as well as through a common literary heritage. The study of British literature gives us an opportunity to view the origins of the English culture. Since our histories are so connected, this study also reveals much about American culture as well.

Many textbooks focusing on English or British literature present the selections in chronological order. As the editors arrange these selections, they group them into literary periods. Each of these literary periods has been shaped and influenced by the events that were happening in the country and around the world at the time. There are definite characteristics of each period and readers can easily see how history has affected literature. Studying a variety of literary works from each period can give us much insight into the character and personality of the people who lived during these respective ages. Such a literary study will also help us to see how certain universal themes are present at any time and in any country we might choose to study. We can also discover that the human condition—our loves, hopes, and fears—is much the same as it was in these early cultures.

In this unit you will learn about the differences between fiction and nonfiction. You will study universal themes and examine the criteria that make a work of art a true literary classic. In addition, the unit will discuss the literary genres, or kinds of literature, most widely used during each age. You will be presented with strategies to help as you read examples of each genre and learn about the themes present in the different literary periods. These periods will include the Age of Legends and Heroes; the English Renaissance; Neoclassicism; the Age of Romanticism; the Victorian Era; Modernism; and Contemporary British Literature.

Some of the selections you will read are very old. The language is different and can be difficult. It will be useful to use a dictionary to look up words that you don't understand. In addition, when you understand the historic context of each piece, it will be easier for you to decipher the meaning of the literature.

The chart below lists the *Sunshine State Standards: Language Arts* and corresponding benchmarks addressed in this unit.

Curriculum Framework: Unit Benchmarks

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

  LA.A.1.4.4 Apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

  LA.A.2.4.3 Describe and evaluate personal preferences regarding fiction and nonfiction.

  LA.A.2.4.4 Locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

- **Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.**

  LA.B.1.4.1 Select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

  LA.B.1.4.2 draft and revise writing that
  - is focused, purposeful, and reflects insight into the writing situation;
  - has an organizational pattern that provides for a logical progression of ideas;
  - has effective use of transitional devices that contribute to a sense of completeness;
  - has support that is substantial, specific, relevant, and concrete;
  - demonstrates a commitment to and involvement with the subject;
  - uses creative writing strategies as appropriate to the purpose of the paper;
  - demonstrates a mature command of language with precision of expression;
  - has varied sentence structure; and
  - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

  LA.B.2.4.2 Organize information using appropriate systems.

  LA.B.2.4.3 Write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

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

  LA.D.2.4.2 Understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

  LA.D.2.4.3 Recognize production elements that contribute to the effectiveness of a specific medium.

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

  LA.D.1.4.1 Apply an understanding that language and literature are primary means by which culture is transmitted.

  LA.D.1.4.3 Understand that there are differences among various dialects of English.

  LA.D.2.4.1 Understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.

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

  LA.E.1.4.2 Understand why certain literary works are considered classics.

  LA.E.1.4.5 Understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

  LA.E.2.4.1 Analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

  LA.E.2.4.2 Understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

  LA.E.2.4.3 Analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

  LA.E.2.4.4 Understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

  LA.E.2.4.5 Analyze the relationship among author's style, literary form, and intended impact on the reader.

continued

LA.E.2.4.6 Recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

LA.E.2.4.7 Examine a literary selection from several critical perspectives.

LA.E.2.4.8 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.**

LA.A.2.4.7 Analyze the validity and reliability of primary source information and use the information appropriately.

LA.A.2.4.8 Synthesize information from multiple sources to draw conclusions.

LA.B.2.4.4 Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

Suggestions for Enrichment

1. Ask students to pick out things that can be classified as a "classic" (i.e. cars, rock and roll, orchestral music, television shows). Then have them define "classic" in this particular context, listing qualities and characteristics, and give examples.

2. Divide the class into groups. Ask the groups to memorize a ballad or a famous poem from British literature, choosing a few verses for each person. Have the groups perform the poems for the class.

3. Devote a couple of class periods to watching the movie *Hamlet*. Ask students to write a summary of the play in their own words.

4. Bring in scenes from some of Shakespeare's classics. Help students rewrite the scenes in familiar language and then ask them to perform the scenes for each other.

5. Have students look up one of the topics from the unit on the Internet: Shakespeare, Romanticism, the Enlightenment, etc. Ask them to write a paper on their findings.

6. Have students plan and write an original ode. First have them review the definition of the ode, noting the types of subjects most prevalent in odes. Encourage them to illustrate their odes and share them with the class.

7. Ask students to find a reference to mythology in a poem or other form of literature. Then ask them to research the mythological person, god, or creature and write a short paper explaining the reference.

8. Ask students to write a classification paper based on Renaissance views of love. Either use the sonnets given in this unit or have students brainstorm in order to determine different types of love we experience.

9. Ask students to write their own "modest proposal."

10. Bring in some examples of music from the Romantic era or ask students to research music from that era and bring in examples. Then play the music on a tape recorder or CD player and ask students to either write or draw in response to the music.

11. Ask students to research one of the world wars. They should find out how many British soldiers and civilians died, who were the influential leaders, and what were some pivotal events. Then ask them to write a short paper imagining the impact these wars had on literature.

12. Ask students to examine the art forms of their own culture and write an essay or give a presentation about these art forms and what these art forms will say to future generations about our times.

13. Assign students a novel to read and ask them to write a character analysis of one of the book's characters. Suggested titles include *A Christmas Carol*, *Jane Eyre*, *The Strange Case of Dr. Jekyll and Mr. Hyde*, *The Picture of Dorian Gray*, *The War of the Worlds*.

14. Throw a character/author party. Give each student a slip of paper with the name of a character or author with which the students are familiar. Then other students must figure out who each person is by asking yes or no questions. Another way to play the game is to tape the name of a character or author to the player's back. Then each player in the game must try to figure out who he or she is by asking questions of other people. Once the student has figured out the identity, the name is then placed on the chest rather than the back.

15. Allow students to have a talk show with various guests from British literature. For instance, the guests could include Shakespeare, Mary Shelley, and the anonymous author of *Beowulf*. Authors should be prepared to explain and discuss their work.

16. Have students write imitation Shakespearean sonnets.

17. Summarize the life of a troubled king from British literature or from one of Shakespeare's plays. Ask the students to compare that king to one of our world leaders.

18. Give students excerpts or even whole plays from the later 18th century comedies and ask them to perform them. They may particularly enjoy *She Stoops to Conquer*, *School for Scandal*, or *The Rivals*. These plays could be updated with contemporary-style reporters interviewing the characters. Ask students to compare these plays to some of the events that are or have recently been in the news.

19. Have students summarize the plot and discuss the tone and setting of their favorite movie, their favorite book, or any literary work of your choosing.

20. Have students bring in or write lyrics to a favorite rap song and identify the rhyme scheme used.

21. Give various rhyme schemes and have students compose a poem/song.

22. Have students prepare a timeline of British Literature to include major historical events.

23. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Read a **poem**, **short story**, *or* **short essay** *from any period of British history which was examined in the unit. Write a paper identifying the* **type of literature** *and the* **approximate era** *during which the piece of literature was produced. Do you think it is or should be considered a* **classic***? Explain. How does this piece of literature use* **irony**, **imagery**, *and/or* **symbolism***?*

Keys

Practice (p. 36)

1. N
2. F
3. N
4. N
5. N
6. F
7. N
8. F
9. F
10. F

Practice (p. 40)

1. Answers will vary but may include: brave, bold, willing to put himself in danger for the betterment of others.
2. Men were expected to be brave, skilled in battle, fearless, and pious toward God.
3. The Anglo-Saxons were constantly at war with each other and with outside invaders. Their creation of Beowulf shows that they value the skills and qualities that would make a man do well in battle. In addition, since death was such a reality to these men, they show a need to believe in God and a life after death.

Practice (pp. 43-47)

1. brave, fearless, willing to help others even though that meant risking his own life
2. Robin stands up for an ordinary man; Robin believes the young woman should be allowed to marry the man she really loves instead of one with a higher status.
3. Robin's men share his willingness to help the oppressed. They are skilled warriors, loyal to their leader, and are willing to follow him into battle.
4. bravery, a sense of right or wrong, a willingness to fight to the death for the oppressed
5. First time: frisk; chatted; a roundelay
   Second time: drooping; every step he fetch a sigh
6. Correct answers will be determined by the teacher.

Application (p. 48)

Correct answers will be determined by the teacher.

Practice (pp. 52-53)

1. probably an ordinary man; not overly handsome or intelligent; not very popular, artistic, or wealthy
2. very sincere love of the speaker toward his beloved
3. The speaker's love appears to be returned by his beloved.
4. Correct answers will be determined by the teacher.
5. The speaker compares himself to the lark that sings each morning as the sun rises.
6. He is happy and feels rich because his beloved returns his feelings.
7. Answers will vary.
8. ababcdcdefefgg

Practice (pp. 54-55)

1. Answers may include: happiness, youthful joy, opportunities at love and marriage, youth, and beauty.
2. Answers may vary.
3. Answers will vary but may include: if he is old he regrets not marrying when he was young and handsome; if he is young, he is happy that he did marry young, or he is attempting to persuade his beloved to marry him.

Keys

4. Answers may vary, correct answers will be determined by the teacher.
5. It is longer than 14 lines and the lines are shorter than 10 syllables.

Application (p. 56)

Correct answers will be determined by the teacher.

Practice (p. 61)

Correct answers will be determined by the teacher.

Practice (p. 64)

Correct answers will be determined by the teacher.

Application (pp. 65-66)

Correct answers will be determined by the teacher.

Practice (pp. 67-68)

1. Answers may include: he is "in between" god or beast; his body and his mind; the skeptics and the stoics; thought and passion; truth and error; glory, jest, and riddle; he is both abused and disabused; he is created both to rise and to fall; he is "Great lord of all things, yet a prey to all."
2. concentrate on knowing yourself because mankind is such a mass of contradictions; don't even attempt to understand God
3. Correct answers will be determined by the teacher.
4. Correct answers will be determined by the teacher.

Practice (pp. 71-73)

1. He is alone and not aware of his situation; he is like a cloud—aloof and removed from his surroundings.
2. a huge patch of daffodils swaying in the breeze
3. The poet says the daffodils are dancing, tossing their heads in joy; they are "jocund" or jolly company for the poet.
4. He is able to recall, not only the sight of the daffodils, but his feelings of joy at seeing them many times after the experience when he is resting or otherwise at leisure.
5. This poem appeals primarily to sight. Examples may include: golden daffodils, fluttering and dancing in the breeze, stars that shine and twinkle, and tossing their heads in sprightly dance.
6. The poem expresses an individual person's experience in a natural setting; the speaker recalls the experience many times in the future; the poem is written in common language; the poem is filled with strong emotion.
7. Yes; Answers may include: the speaker is a singular observer who describes his feelings and observations in emotional, imaginative language. The language is simpler than in an ode. The poet describes the experience to an unnamed observer.

Keys

Practice (pp. 74-75)

1. The poem is addressed directly to the object the speaker admires; the language is lofty—not as simple as in lyric poems; the speaker expresses deep feeling, almost reverence for the subject.
2. Answers may vary, correct answers will be determined by the teacher.
3. as a farmer at leisure; a gleaner walking steadily with a load of grain atop his head; watchful at the cider press
4. He sees it as a time of richness and ripeness; he thinks of it as lovely as youth because he asks, "Where are the songs of Spring?"; then he answers that autumn "has thy music too."
5. It describes one person's emotional response to nature; the language is straightforward and imaginative.

Application (p. 76)

Correct answers will be determined by the teacher.

Application (pp. 77-78)

Correct answers will be determined by the teacher.

Practice (pp. 82-83)

1. She loves him totally and completely.
2. Correct and appropriate answers will be determined by the teacher.
3. Answers will vary.
4. Answers will vary.
5. Correct answers will be determined by the teacher.

Practice (pp. 85-87)

1. Correct answers will be determined by the teacher.
2. Correct answers will be determined by the teacher.
3. Wordsworth's and Keats' are optimistic; the natural surroundings are beautiful; people seem happy and content; there is hope for happiness; Dickens' is pessimistic; something bad will happen, surroundings are dirty, dark; nothing is beautiful; people are miserable and starving; there is no hope for happiness
4. To point out how the poor people of the city slums lived and to warn those with the power to change these conditions that unless the conditions do change, the people will eventually get tired of being hungry and cold.

Practice (pp. 89-90)

1. The speaker is or has been a soldier or an infantryman. He is not an upper class person since he tells us that he enlisted because he was down on his luck and sold his belongings. His language is not upper class, he refers to a drink as a "nipperkin"; also a half a crown is not a great deal of money. He seems friendly and he thinks that if he and his foe had met during peacetime, they could have shared a drink and become friends. He also seems to be a man with a conscience, he has killed a man and it is something that he regrets.
2. The man was his enemy in a battle they were fighting.

3. He doesn't think that is a good reason to kill someone. He implies that the men were enemies only because someone told them to be.
4. The poet points out the randomness of life. Simply because a man was born in one country, he is labeled your enemy and you kill him because of that. If the same man had been born in your country, you could have become good friends. This type of ironic circumstance seems totally given to chance, no divine intervention or plan is involved.

Application (p. 91)

Correct answers will be determined by the teacher.

Practice (pp. 96-97)

1. Owen's description of battle is far from the heroic vision that the title implies. His descriptions of the young man's death are far from the "sweet-fitting" death the title indicates.
2. It is a nightmare that he relives constantly. Each time he remembers the incident, it seems as real as it was when it actually happened.
3. Correct answers will be determined by the teacher.
4. poison gas
5. Correct answers will be determined by the teacher.

Practice (pp. 98-99)

1. dry and desolate; a desert where nothing grows and everything is dead
2. They are dead on the inside. They have nothing but straw in their heads, so no original thoughts grow there, just as nothing will grow in the desert.
3. They have no feelings or original ideas. They are stuffed with empty values and a lack of purpose and determination.
4. Often they do not think of them at all. If they do, the hollow men are not dangerous, not memorable—just empty, purposeless people.
5. They worship false idols—maybe materialistic and nonspiritual things. Their faith, like the fading star, is very weak or nonexistent.
6. It is very weak, misplaced, or nonexistent.
7. The shadow of doubt in their own ability keeps them from acting.
8. Correct answers will be determined by the teacher.

Practice (pp. 105-106)

1. Because of the difference in the light, he sees things differently.
2. His seat is bigger and makes him look dark. The boys keep falling off their log and laughing.
3. Answers will vary.
4. loss of civilization
5. He is thinking.
6. Answers will vary.
7. Accept any reasonable answer, but answers may include isolation and social change.

Practice (pp. 107-108)

1. a third person narrator; the onlookers referred to as they; the dead man
2. In the first stanza, the man was not waving to those people on shore, he was literally drowning and was hoping to get help by calling

attention to himself. In the last stanza, he means that throughout all of his life, he has felt alone, overwhelmed, and in need of help; that he was not being friendly with his attempts to call attention to himself; he was asking for help.

3. Perhaps people mistook his "waving" as attempts to call attention to himself, as playing a prank, or having fun. This indicates people could not tell the real distress behind his actions.
4. Correct answers will be determined by the teacher.
5. The piece reflects the characteristics of Modernism. The speaker is alienated, alone, and misunderstood. He attempts to reach out to others, but they misinterpret him. They think he is larking—having fun and joking. He always felt overwhelmed by life; he was always cold and he "was much too far out all his life."

Application (p. 109)

Correct answers will be determined by the teacher.

Unit Assessment (p. 14TG)

Correct answers will be determined by the teacher.

Keys

Unit 3: Writing—How to Apply What You Know

Overview

In this unit, you will learn how to apply what you know about writing to life outside of school. Much of your formal writing has been as a result of writing assignments in your Language Arts and English classes. For these assignments, you have practiced writing essays and research reports. However, in the near future, your writing and research skills could help you land the right job or get into the college of your choice. In this unit, you will combine your research and writing skills and practice applying them.

Writing may be one of the most practical tools you have gained from your years of study so far. Before you can join the workforce, you will need writing to create resumes and cover letters, and an essay is often required on many college applications. Whatever your choice for the future may be, whether it entails going to college or a technical training school or heading straight onto a career path, you can be sure that writing well will help you get ahead.

The research assignment in this unit will help you continue to develop your skills as an essay writer, but you will also have the opportunity to learn about something important for your future: possible career paths. You will have the opportunity to investigate the many possibilities that exist for you to put your talents and interests to good use. Now you'll have a chance to imagine your future.

The chart below lists the *Sunshine State Standards: Language Arts* and corresponding benchmarks addressed in this unit.

Curriculum Framework: Unit Benchmarks

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

  LA.A.1.4.4 Apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

  LA.A.2.4.4 Locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

- **Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.**

  LA.B.1.4.1 Select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

  LA.B.1.4.2 Draft and revise writing that
  - is focused, purposeful, and reflects insight into the writing situation;
  - has an organizational pattern that provides for a logical progression of ideas;
  - has effective use of transitional devices that contribute to a sense of completeness;
  - has support that is substantial, specific, relevant, and concrete;
  - demonstrates a commitment to and involvement with the subject;
  - uses creative writing strategies as appropriate to the purpose of the paper;
  - demonstrates a mature command of language with precision of expression;
  - has varied sentence structure; and
  - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

  LA.B.1.4.3 Produce final documents that have been edited for
  - correct spelling;
  - correct punctuation, including commas, colons, and common use of semicolons;
  - correct capitalization;
  - correct sentence formation;
  - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effects; and
  - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts and illustrations, in both standard and innovative forms.

  LA.B.2.4.2 Organize information using appropriate systems.

  LA.B.2.4.3 Write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

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

  LA.D.1.4.2 Make appropriate adjustments in language for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

  LA.D.2.4.2 Understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

  LA.D.2.4.3 Recognize production elements that contribute to the effectiveness of a specific medium.

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

  LA.A.2.4.6 Select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services..

  LA.A.2.4.7 Analyze the validity and reliability of primary source information and uses the information appropriately.

  LA.A.2.4.8 Synthesize information from multiple sources to draw conclusions.

  LA.B.2.4.4 Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

  LA.D.2.4.4 Effectively integrate multimedia and technology into presentations.

Suggestions for Enrichment

1. Have students get in groups to brainstorm all the career and professional opportunities available to them.

2. Have students search through magazines and newspapers for articles which use interviews. Ask them to try to find interviews which are written in a question and answer format and those which integrate quotes attributions into the article. Discuss the differences in class.

3. Send groups to the library to research different career paths. Ask each group to bring in the names of five associations which would help them get more information.

4. Bring in guest speakers to discuss their careers with students. Have students prepare questions beforehand. Then have students write a response paper to the speaker.

5. Ask students to get in groups to form businesses. The business should be one that could realistically function and survive in today's business environment. The groups should decide on the nature of the business and then they should write a business plan, explaining the business and each member's contribution to the business.

6. Have students check out magazines from the library that could pertain to potential careers or businesses. Ask them to read an article and then present the information in the article orally to the rest of the class.

7. Bring in a variety of sample resumes for students to review and discuss. Ask them to choose a style that would be most effective for them. Have them analyze the resumes for effectiveness and clarity.

8. Have students compare and contrast a variety of items—different types of music, food, entertainment, personalities. Ask students to create their own game show with teams vying to find the most similarities or differences between two different things.

9. Have students write definition papers, defining the various careers they have researched or discussed.

10. Have students study the classified ads and make lists of the different types of jobs available. Then have them compare job categories.

11. Have students write questions and answers that could be asked of them in five years during various types of job interviews.

12. Have students write a resume for themselves for five years from now, imagining what their experience and education will be at that time.

13. Give students some simple sentences and ask them to rewrite them as compound sentences. Review the use of coordinating conjunctions in writing compound sentences using FAN BOYS*—**f**or, **a**nd, **n**or, **b**ut, **o**r , **y**et, **s**o.

14. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

*The sentence Writing Strategy (using FAN BOYS) in this document is based on the work of Dr. Jean B. Schumaker of the University of Kansas Center for Research on Learning (KU-CRL). This strategy is a part of the Strategic Instruction Model (SIM). To optimize student performance, teachers should first receive formal training in the use of the strategy from a certified SIM trainer.

Unit Assessment

Write an **essay** *telling other students how to find a good* **career** *and then how to pursue a position on that career path.*

Keys

Practice (p. 122)

Correct answers will be determined by the teacher.

Application (p. 123)

Correct answers will be determined by the teacher.

Practice (p. 127)

Correct answers will be determined by the teacher.

Application (p. 128)

Correct answers will be determined by the teacher.

Practice (p. 132)

1. T
2. T
3. S
4. T
5. S
6. S

Application (p. 133)

Correct answers will be determined by the teacher.

Practice (p. 135)

The first paragraph is subjective.
The second paragraph is objective.
The sentence, All my life I have enjoyed being creative., should be underlined.
The sentence, For someone who is creative and enjoys being around people, there are several exciting career possibilities. , should be underlined.

Practice (p. 137)

Correct answers will be determined by the teacher.

Application (p. 138)

Correct answers will be determined by the teacher.

Application (pp. 146-147)

Correct answers will be determined by the teacher.

Practice (pp. 152-153)

Correct answers will be determined by the teacher.

Application (p. 178)

Correct answers will be determined by the teacher.

Application (p. 181)

Correct answers will be determined by the teacher.

Application (p. 186)

Correct answers will be determined by the teacher.

Practice (pp. 189-190)

Correct answers will be determined by the teacher.

Application (p. 191)

Correct answers will be determined by the teacher.

Keys

Application (p. 192)

Correct answers will be determined by the teacher.

Unit Assessment (pp. 25TG)

Correct answers will be determined by the teacher.

Unit 4: Listening, Viewing, Speaking—The Keys to Understanding

Overview

You use your listening skills in many situations: in class, at home with your family members, when you are watching television, or hearing your favorite music. Listening is a matter of directing your attention to certain sounds and not to others. Good listeners are able to focus on what they want or need to hear. Therefore, they increase their understanding.

Sometimes you only need to use your ears, but in other situations listening also involves seeing. When someone speaks to you, you watch her facial expressions and notice her body language. These visual cues help you to understand what is being said. In this unit, we will examine and review listening and viewing skills so that you can get the most out of any presentation.

You will also develop your speaking and presentation skills. You've been speaking for many years, but speaking in front of a group or in a formal situation may be a new experience for you. This unit will help you learn how to deliver a good oral presentation and also how to speak well in one-on-one situations.

The chart below lists the *Sunshine State Standards: Language Arts* and corresponding benchmarks addressed in this unit.

Curriculum Framework: Unit Benchmarks

- **Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.**
  - **LA.B.2.4.3** Write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- **Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.**
  - **LA.C.1.4.3** Use effective strategies for informal and formal discussions including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
  - **LA.C.3.4.1** Use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
  - **LA.C.3.4.2** Select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).
  - **LA.C.3.4.3** Use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
  - **LA.C.3.4.4** Apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
  - **LA.C.3.4.5** Develop and sustain a line of argument and provide appropriate support.
- **Select and use appropriate language for effective visual, oral, and written communication.**
  - **LA.D.1.4.2** Make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
  - **LA.D.2.4.2** Understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
  - **LA.D.2.4.3** Recognize production elements that contribute to the effectiveness of a specific medium.
- **Demonstrate understanding of the ways that history, culture, and setting influence language.**
  - **LA.D.1.4.1** Apply an understanding that language and literature are primary means by which culture is transmitted.
  - **LA.D.1.4.3** Understand that there are differences among various dialects of English.
  - **LA.D.2.4.1** Understand specific ways in which language has shaped the reaction, perceptions, and beliefs of the local, national, and global communities.
- **Use the research and critical inquiry processes to prepare documents and oral presentations.**
  - **LA.A.2.4.7** Analyze the validity and reliability of primary source information and use the information appropriately.
  - **LA.D.2.4.4** Effectively integrate multimedia and technology into presentations.

Suggestions for Enrichment

1. Invite a guest speaker to your class. Before the speaker comes to the class, familiarize students with the speaker's topic and ask them to develop some questions for discussion after the speech.

2. Divide the class into groups of four or five. Give each group a poem and ask the students to pretend they are lawyers, psychologists, or historians. For instance, one group will be lawyers trying to interpret the meaning of a poem. The historians will try to determine what a poem says about that particular time period.

3. From your local newspaper, find two articles with two different viewpoints about a particular topic. Give one half of the class one article and the other half of the class the other article. Then hold a discussion about the topic.

4. Have one of the students give an oral presentation. Then ask the rest of the class to summarize that student's presentation in writing.

5. Put the students in pairs. Give one student in each pair five minutes to discuss some particular topic either of your choosing or their choosing. Then the other must paraphrase what he or she heard beginning with the words, "What I heard you say is…." Then reverse the process.

6. Create an exercise in which you verbally give the students a set of five or more instructions. Make a game out of it. Have the winners raise their hand. Then do this game again on other days until the whole class gets it right.

7. Take the students to another environment—the library or somewhere outside. Have the students write down everything they notice. Then come back to the classroom and ask them to compare notes. Or for a variation, have them come back to the classroom and write down everything they noticed.

8. Do a body language exercise. Have students take turns demonstrating an emotion or an attitude through body language. Then have the viewing students write down what the emotion or attitude was, as well as the specific non-verbal cues that they saw.

9. Have students choose a poem or short piece of literature to memorize and recite before the class. If possible videotape their performance. Ask other students to evaluate for volume, pitch, enunciation, and good eye contact.

10. Play a tape of Martin Luther King's "I Have a Dream" speech. Then have students read the speech and pick out the devices which make it so enduring.

11. Have each student write a speech about something about which he or she has strong feelings. Remind them to use vivid imagery, rhythm, repetition, and other literary devices to make the speech powerful.

12. Ask students to put on a play about the Declaration of Independence. They could even update the play with ideas and language of their own.

13. Hold a discussion about a topic of interest to most of the students. Give each student three minutes to say his or her views. Set guidelines—no interrupting, no talking outside of the discussion. Afterwards, evaluate the class discussion, first pointing out any positive aspects of the discussion.

14. Have the students get in groups of three and conduct mock interviews either for a job or for entrance into college.

15. Create a grab-bag of topics. Have students select a topic from the grab-bag. Give them five to ten minutes to prepare a short speech about the topic. Time the speeches. Allow students to give their speech again, changing the speed either slower or faster.

16. If possible, have students create a video, audio, or a computer presentation on a topic that interests them.

17. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Write an **expository speech** *for an audience of first-year high school students. Choose one of the following three topics:* **effective presentation skills**, **good class discussion skills**, *or* **listening and viewing skills**. *The speech should be at least five paragraphs long and use strong, vivid examples. Edit the speech and turn in the final copy.*

Keys

Practice (p. 202)

Correct answers will be determined by the teacher.

Practice (p. 206)

Correct answers will be determined by the teacher.

Application (p. 207)

Correct answers will be determined by the teacher.

Practice (p. 216)

Correct answers will be determined by the teacher.

Practice (pp. 217-218)

Correct answers will be determined by the teacher.

Application (p. 220)

Correct answers will be determined by the teacher.

Application (p. 223)

Correct answers will be determined by the teacher.

Unit Assessment (p. 33TG)

Correct answers will be determined by the teacher.

Keys

Appendices

Instructional Strategies

Classrooms draw from a diverse population of talent and potential. The challenge is to structure the learning environment so that each student has a way to benefit from his or her unique strengths. Instructional strategies that couple student strengths with diverse learning needs are provided on the following pages as examples that you might use, adapt, and refine to best meet the needs of your students and instructional plans.

Cooperative Learning Strategies—to promote individual responsibility and positive group interdependence for a given task.

Jigsawing: each student becomes an "expert" and shares his or her knowledge so eventually all group members know the content.

Divide students into groups and assign each group member a numbered section or a part of the material being studied. Have each student meet with the students from the other groups who have the same number. Next, have these new groups develop expertise on the material and then plan how to teach the material to members of their original groups. Then have students return to their original groups and teach their area of expertise to the other group members.

Corners: each student learns about a topic and shares that learning with the class (similar to jigsawing).

Assign small groups of students to different corners of the room to examine a particular topic. Have the students discuss various points of view concerning the topic. Have corner teams discuss conclusions, determine the best way to present their findings to the class, and practice their presentation.

Think, Pair, and Share: students develop their own ideas and build on the ideas of other learners.

Have students reflect on a topic and then pair up to discuss, review, and revise their ideas. Then have the students share their ideas with the class.

Debate—students participate in organized presentations of various viewpoints.

Have students form teams to research and develop their viewpoints on a particular topic or issue. Provide structure in which students will articulate their view points.

Brainstorming—to elicit ideas from a group.

Have students contribute ideas related to a topic. Accept all contributions without initial comment. After the list of ideas is finalized, have students categorize, prioritize, and defend selections.

Free Writing—to express ideas in writing.

Have students reflect on a topic, then have them respond in writing to a prompt, a quotation, or a question. It is important that they keep writing whatever comes to mind. They should not self-edit as they write.

K–W–L (Know–Want to Know–Learned)—to structure recalling what is known about a topic, noting what is wanted to be known, and finally listing what has been learned and is yet to be learned.

Before engaging in an activity, list on the board under the heading "What We Know" all the information students know or think they know about a topic. Then list all the information the students want to know about a topic under, "What We Want to Know." As students work, ask them to keep in mind the information under the last list. After completing the activity, have students confirm the accuracy of what was listed and identify what they learned, contrasting it with what they wanted to know.

Learning Log—to follow-up K–W–L with structured writing.

During different stages of a learning process, have students respond in written form under three columns:

"What I Think"
"What I Learned"
"How My Thinking Has Changed"

Interviews—to gather information and report.

Have students prepare a set of questions in a format for an interview. After conducting the interview, have students present their findings to the class.

Cloze—to replace words or phrases that have been eliminated from a sentence or paragraph.

Eliminate a word or phrase from a sentence and have students complete the sentence with a word that "makes sense." You may select random words or a specific part of speech, or even provide the initial letter of the word.

Read and Retell—to retell a passage as remembered.

Have students read a passage either as a class, small group, in pairs, or alone. Then ask students to retell the passage as they remember it either orally or in writing.

Dialogue Journals—to hold private conversations with the teacher or share ideas and receive feedback through writing; can be conducted by e-mail.

Have students write on topics on a regular basis, responding to their writings with advice, comments, and observations in written conversation. You may have students read a novel or biography and respond to the conflict and its resolution.

Continuums—to indicate the relationships among words or phrases.

Using a selected topic, have students place words or phrases on the continuum to indicate a relationship or degree.

Mini-Museums—to create a focal point.

Have students work in groups to create exhibits that represent, for example, the setting of a novel.

Models—to represent a concept in simplified form; these may be concrete, like the map of a character's travels and important places he or she visited, or may be abstract, like the model of the relationships between characters in a story.

Have students create a concrete product that represents an abstract idea or a simplified representation of an abstract idea.

Reflective Thinking—to reflect on what was learned after a lesson.

Have students write in their journals about a concept they learned, comments on the learning process, questions or unclear areas, and interest in further exploration. Or have students fill out a questionnaire addressing such questions as: Why did you study this? Can you relate it to real life?

Problem Solving—to apply knowledge to solve problems.

Have students determine a problem, define it, ask a question about it, and then define the characteristics of possible solutions, which they research. Have them choose a solution that best fits the criteria stated in the definition of solutions and then test the solution. Finally, have students determine if the problem has been solved.

Predict, Observe, Explain—to predict what will happen in a given situation when a change is made.

Ask students to predict what will happen in a given situation when some change is made. Have students observe what happens when the change is made and discuss the differences between their predictions and the results.

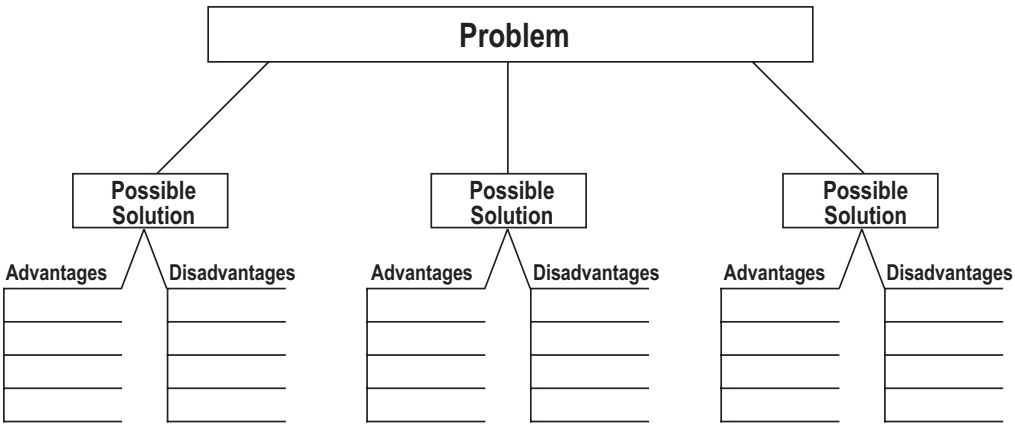
Literature, History, and Storytelling—to bring history to life through the eyes of a historian, storyteller, or author, revealing the social context of a particular period in history.

Have students locate books, brochures, and tapes relevant to a specific period in history. Assign students to prepare reports on the "life and times" of famous people during specific periods of history. Ask students to write their own observations and insights afterwards.

Graphic Organizers—to transfer abstract concepts and processes into visual representations.

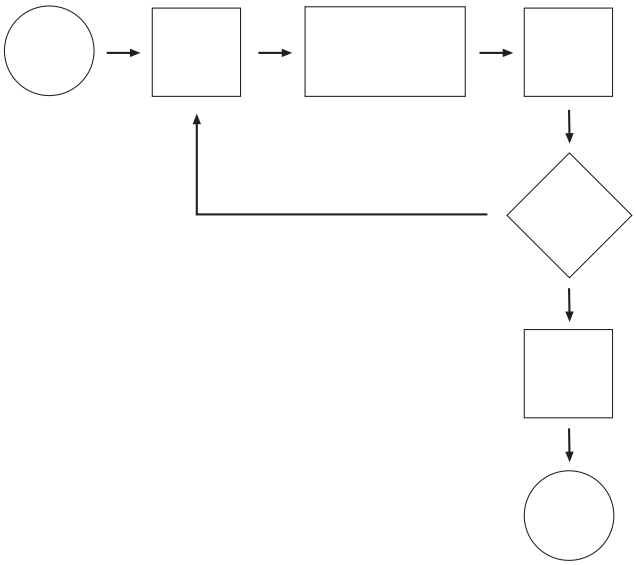
Consequence Diagram/Decision Trees: illustrates real or possible outcomes of different actions.

Have students visually depict outcomes for a given problem by charting various decisions and their possible consequences.



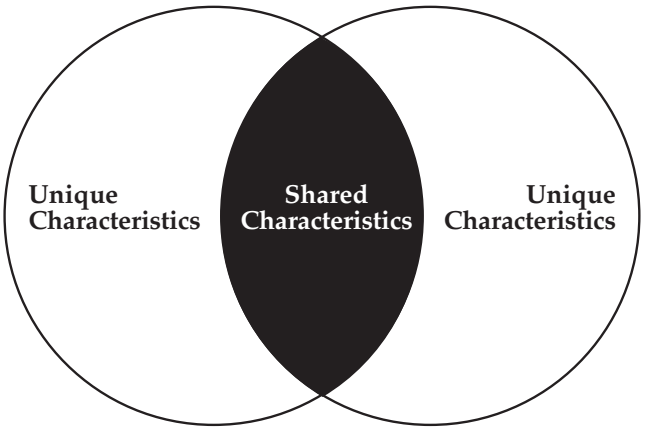
Flowchart: depicts a sequence of events, actions, roles, or decisions.

Have students structure a sequential flow of events, actions, roles, or decisions graphically on paper.



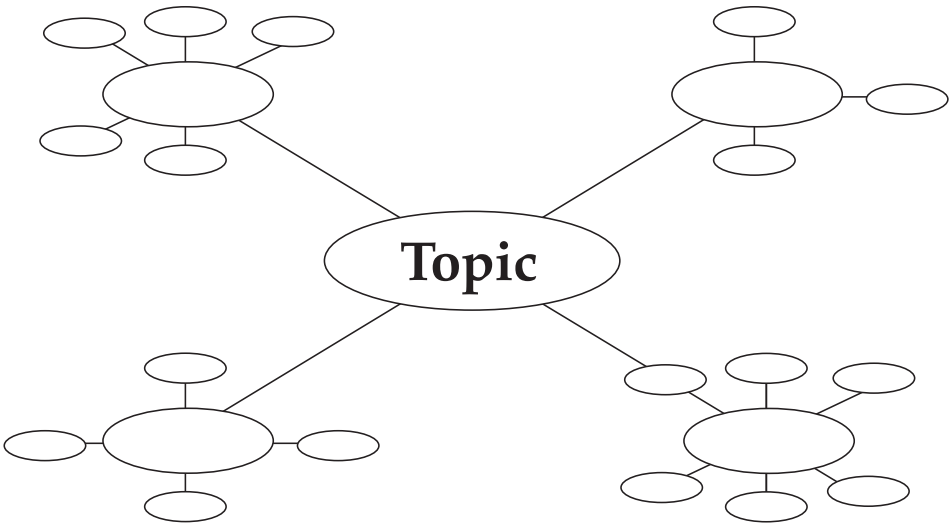
Venn Diagram: analyzes information representing the similarities and differences among, for example, concepts, objects, events, and people.

Have students use two overlapping circles to list unique characteristics of two items or concepts (one in the left part of the circle and one in the right); in the middle have them list shared characteristics.



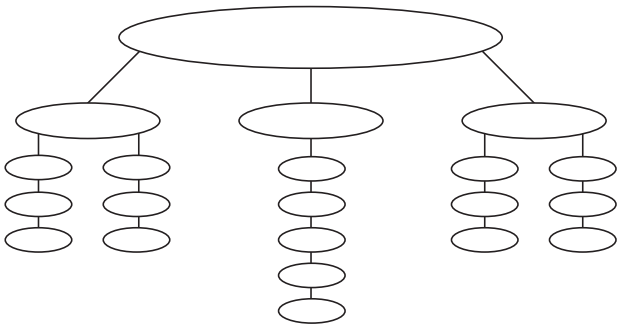
Webbing: pictures how words or phrases connect to a topic.

Have students list topics and build a weblike structure of words and phrases.



Concept Mapping: shows relationships among concepts.

Have students select a main idea and identify a set of concepts associated with the main idea. Next, have students rank the concepts in related groups from the most general to most specific. Then have students link related concepts with verbs or short phrases.



Portfolio—to capture the extent of students' learning within the context of the instruction.

Elements of a portfolio can be stored in a variety of ways; for example, they can be photographed, scanned into a computer, or videotaped. Possible elements of a portfolio could include the following selected student products:

Written Presentations

- expressive (diaries, journals, writing logs)
- transactional (letters, surveys, reports, essays)
- poetic (poems, myths, legends, stories, plays)

Representations

- maps
- graphs
- dioramas
- models
- mock-ups
- displays
- bulletin boards
- charts
- replicas

Oral Presentations

- debates
- addresses
- discussions
- mock trials
- monologues
- interviews
- speeches
- storytelling
- oral histories
- poetry readings
- broadcasts

Visual and Graphic Arts

- murals
- paintings
- storyboards
- drawings
- posters
- sculpture
- cartoons
- mobiles

Performances

- role playing, drama
- dance/movement
- reader's theater
- mime
- choral readings
- music (choral and instrumental)

Media Presentations

- films
- slides
- photo essays
- print media
- computer programs
- videotapes and/or audiotapes

Learning Cycle—to engage in exploratory investigations, construct meanings from findings, propose tentative explanations and solutions, and relate concepts to our lives.

Have students explore the concept, behavior, or skill with hands-on experience and then explain their exploration. Through discussion, have students expand the concept or behavior by applying it to other situations.

Field Experience—to observe, study, and participate in a setting off the school grounds, using the community as a laboratory.

Plan and structure the field experience with the students before the visit. Engage in follow-up activities after the trip.

Language Experience Approach—to elicit an orally described experience.

Plan a shared experience for the class. Have students describe the experience as a designated student (or the teacher) records what is said. Next, have students read the story aloud and then use it as a basis to engage in various teacher-planned activities, both oral and written.

Teaching Suggestions

The standards and benchmarks of the Sunshine State Standards are the heart of the curriculum frameworks and reflect the efforts to reform and enhance education. The following pages contain unit teaching suggestions of sample performance descriptions for students to demonstrate achievement of benchmarks.

Technology and Writing

1. Have students summarize information in the form of outlines, written summaries, graphs, charts, and tables, using systems such as indexing, filing, and databases.

2. Have students produce written projects that demonstrate knowledge of different presentational formats for print, quantitative, and graphic information that are visually appealing and that are appropriate for the intended audience.

3. Have students integrate research notes into an electronic database, array data on an electronic spreadsheet, and use graphs to enhance persuasive writing.

Reading

1. Have students keep a journal of questions about texts read.

2. Using several prereading strategies, have students write notes about expected content, purpose, and organization of a text to be read. Then after reading the text, have students discuss which strategies were the most effective with other students in small groups.

3. Have students keep a log of materials read outside of class and use the log to identify personal preferences regarding fiction and nonfiction.

4. Have students design an effective resume on a computer in response to a job advertisement.

5. Have students maintain a portfolio as an assessment tool that illustrates growth over time.

Writing

1. Have students create a matrix to record and sort facts before writing a report on, for example, marine life in the Apalachicola Bay.

2. Have students revise word choice to add precision and clarity and to avoid repetition in an essay that compares and contrasts realism and naturalism.

3. Have students maintain a portfolio as an assessment tool that shows progress in the various drafts of specific pieces of writing.

4. Have students create a resume to be sent to a personnel office or a college registrar, using available word-processing tools to check spelling, sentences formation, and grammar.

5. With the students in a small group, have students collect information from the Internet, interpret quantitative data correctly, and construct graphs comparing corporate profits in the publishing industry with the corporate profits in the broadcast industry.

6. Have students write a letter to the governor that includes statistics to persuade him or her not to (or to) act on an issue, for example not to (or to) increase the state's speed limit.

Listening, Viewing, Speaking

1. With others in a small group, have students discuss favorite books and authors, then choose a new selection to read based on books and authors that other group members have recommended.

2. Have students watch a subtitled foreign film and discuss with other students how people from different cultures use different gestures.

Language

1. Have students compare two different works from the same culture and time period and discuss with other students what the works reveal about the culture and time period in which they were written.

2. Have students recognize and appropriately use denotation and connotation in literary, informational, or technical writing.

3. Have students rewrite political documents or literary works, such as the Declaration of Independence or Hamlet's "To Be or Not to Be" soliloquy, in colloquial language to demonstrate an understanding of the concepts and principles in the document.

4. Have students consider whether their own writing takes into account the interests and background knowledge of intended or potential readers and uses personal reflection and voice to connect with known audiences such as friends, parents, or teachers.

5. Have students use and critically analyze the effects of specific production elements on the advertising of products and then observe and report these effects on different audiences, such as senior citizens and college-age people, or different cultural groups.

6. Have students use multimedia technology to integrate pictures, text, and sound into presentations about a topic of personal interest.

Literature

1. Have students select a universal theme and then conduct a search for examples of fiction, poetry, and drama from various cultures that focus on this theme.

2. Have students rewrite a short story as a one-act play and reflect on the ways in which the content of the story changed when translated into a play.

3. Have students participate in a class project in which small groups of students research how a text is viewed according to a certain perspective (such as feminist, historical, psychoanalytical, and various cultural perspectives) and present their perspectives to the class.

4. Have students select a work that people have read for generations and research the different ways that people have interpreted it and responded to it over the years.

5. Have students read poems aloud to themselves, select a passage that is particularly compelling, and write an essay explaining how the poet uses sounds and images in the passage.

Accommodations/Modifications for Students

The following accommodations/modifications may be necessary for students with disabilities and diverse learning needs to be successful in school as well as any other placement. The specific strategies may be incorporated into the Individual Educational Plan (IEP) or 504 Plan as deemed appropriate.

Environmental Strategies

Provide preferential seating. Seat student near someone who will be helpful and understanding.
Assign a peer tutor to review information or explain again.
Build rapport with student; schedule regular times to talk.
Reduce classroom distractions.
Increase distance between desks.
Note that student may need frequent breaks for relaxation and small talk.
Accept and treat the student as a regular member of the class. Do not point out that the student is an ESE student.
Note that student may leave class to attend the ESE support lab.
Additional accommodations may be needed.

Organizational Strategies

Help student use an assignment sheet, notebook, or monthly calendar.
Allow student additional time to complete tasks and take tests.
Help student organize notebook or folder.
Help student set timelines for completion of long assignments.
Help student set time limits for assignment completion. Question student to help focus on important information.
Help highlight the main concepts in the book.
Ask student to repeat directions given.
Ask parents to structure study time. Give parents information about long-term assignments.
Provide information to ESE teachers and parents concerning assignments, due dates, and test dates.
Allow student to have an extra set of books at home and in the ESE classroom.
Additional accommodations may be needed.

Motivational Strategies

Encourage student to ask for assistance when needed.
Be aware of possible frustrating situations.
Reinforce appropriate participation in your class.
Use nonverbal communication to reinforce appropriate behavior.
Ignore nondisruptive, inappropriate behavior as much as possible.
Allow physical movement (distributing materials, running errands, etc.).
Develop and maintain a regular school-to-home communication system.
Encourage development and sharing of special interests.
Capitalize on student's strengths.
Provide opportunities for success in a supportive atmosphere.
Assign student to leadership roles in class or assignments.
Assign student a peer tutor or support person.
Assign student an adult volunteer or mentor.
Additional accommodations may be needed.

Presentation Strategies

Tell student the purpose of the lesson and what will be expected during the lesson (provide advance organizers).
Communicate orally and visually, and repeat as needed.
Provide copies of teacher's notes or student's notes (preferably before class starts).
Accept concrete answers; provide abstractions that student can handle.
Stress auditory, visual, and kinesthetic modes of presentation.
Recap or summarize the main points of the lecture.
Use verbal cues for important ideas and to help. ("The next important idea is….")
Stand near the student when presenting information.
Cue student regularly by asking questions, giving time to think, then calling student's name.
Minimize requiring the student to read aloud in class.
Use memory devices (mnemonic aids) to help students remember facts and concepts.
Allow student to tape the class.
Additional accommodations may be needed.

Curriculum Strategies

Help provide supplementary materials that student can read.
Provide Parallel Alternative Strategies for Students (PASS) materials.
Provide partial outlines of chapters, study guides, and testing outlines.
Provide opportunities for extra drill before tests.
Reduce quantity of material (reduce spelling and vocabulary lists, and reduce number of math problems, etc.).
Provide alternative assignments that do not always require writing.
Supply student with samples of work expected.
Encourage a high quality of work (which involves proofreading and rewriting), not speed.
Use visually clear and adequately spaced work sheets. Student may not be able to copy accurately or fast enough from the board or book; make arrangements for student to get information.
Encourage the use of graph paper to align numbers.
Make specific comments to correct responses on written or verbal class work.
Allow student to have sample or practice test.
Provide all possible test items and student or teacher selects specific number. Give oral examinations and quizzes.
Provide extra assignment and test time.
Accept some homework papers dictated by the student and recorded by someone else.
Modify length of outside reading.
Provide study skills training and learning strategies.
Arrange to offer extra study time with student on specific days and times.
Allow study buddies to check spelling.
Allow use of technology to correct spelling.
Allow access to computers for in-class writing assignments.
Allow student to have someone edit papers.
Allow student to use fact sheets, tables, or charts.
Tell student in advance what questions will be asked.
Color code steps in a problem.
Provide list of steps that will help organize information and facilitate recall.
Assist in accessing taped texts.
Reduce the reading level of assignments.
Provide opportunity for student to restate assignment directions and due dates.
Additional accommodations may be needed.

Testing Modifications

Allow extended time for tests in the classroom and/or in the ESE support lab.
Provide adaptive tests in the classroom and/or in the ESE support lab (reduce amount to read, cut and paste a modified test, shorten, revise format, etc.).
Allow open book and open note tests in the classroom and/or ESE support lab.
Allow student to take tests in the ESE support lab for help with reading and directions.
Allow student to take tests in the ESE support lab with allotted time to study.
Allow student to take tests in the ESE support lab using a word bank of answers or other aid as mutually agreed.
Allow student to take tests orally in the ESE support lab.
Allow the use of calculators, dictionaries, or spell checkers on tests in the ESE support lab.
Provide alternative to testing (oral reports, making bulletin board, poster, audiotape, demonstration, all notes on chapters, etc.).
Provide enlarged copies of the answer sheets.
Allow copy of tests to be written upon and later have someone transcribe the answers.
Allow and encourage the use of a blank piece of paper to keep pace and eliminate visual distractions on the page.
Allow use of technology to correct spelling.
Provide alternate test formats for spelling and vocabulary tests.
Highlight operation signs, directions, etc.
Allow students to tape-record answers to essay questions.
Use more objective items (fewer essay responses).
Give frequent short quizzes, not long exams.
Additional accommodations may be needed.

Evaluation Criteria Modifications

Student is on an individualized grading system.
Student is on a pass or fail system.
Student should be graded more on daily work and notebook than on tests (i.e., 60 percent daily, 25 percent notebook, 15 percent tests).
Student will have flexible time limits to extend completion of grading into next grading period.
Additional accommodations may be needed.

SAT Vocabulary Word List

Below is a list of words which occurr most frequently on the SAT.

aberrant
abstain
abstruse
accolades
acquiesce
acute
adage
admonish
adroit
adulterate
adversity
advocate
aesthetic
affable
aggressive
alienate
alleviate
alloy
allusion
aloof
altruistic
ambiguous
ambivalent
ambulatory
ameliorate
amiable
amity
anarchy
anecdote
animosity
annihilate
anonymous
antagonist
antidote
apathy
apocryphal
appease
arbitrary
arid
arrogant
articulate
ascetic
ascribe
assuage
atheist
atrophy
augment
auspicious
autocrat
aversion
babble
banal
barren
belittle
belligerent
benefactor
benevolent
benign
biased
bizarre
bland
blasphemous
blithe
blunder
bombastic
brawny
brevity
brittle
broach
bureaucracy
cacophony
cajole
callous
callow
clamor
candid
capricious
caustic
celestial
censor
censure
chaos
cherubic
chronic
circumlocutory
clemency
coalesce
coddle
coerce
cognizant
commensurate
compatible
competent
complacent
comply
comprehensive
concise
congenital
conscientious
contemplation
contempt
contend
contrite
controversy
copious
corpulent
corroborate
credulous
crescendo
cynical
dawdle
dearth
deceit
decorous
defer
definitive
degrading

delectable
demise
deplete
deplore
depravity
deprecate
derision
desiccate
desist
desolate
despondent
despot
destitute
deter
deteriorate
detest
detriment
devious
didactic
diffident
digress
diligent
dilute
diminish
din
discern
discord
discreet
discursive
disdain
disgruntled
disinterested
disparage
disparity
disperse
disrepute
dissemble
dissonant
distended
distort
distraught
diversity
divert
divulge
dogmatic
drone
dubious
duplicity
dynamic
eccentric
ecstatic
edifying
efface
effervescent
elated
elicit
elucidate
elusive
emaciated
embellish
embezzle
emend
emulate
enervate
engender
enhance
enigma
enthrall
ephemeral
epitome
equivocate
eradicate
erratic
erroneous
erudite
esoteric
euphonious
evade
evoke
exacerbate
exasperated
exemplify
exigency
exorbitant
exorcise
expedient
expedite
explicit
expunge
extol
extraneous
extravagant
extricate
extrovert
facilitate
faction
fallacious
fallible
fanatic
fastidious
felicitous
fervent
fidget
fiendish
flagrant
flaunt
fledgling
flippant
flourish
forestall
formidable
frugal
furtive
garble
garner
glut
gratuitous
gravity
grovel
guile
gullible
hackneyed
harass
hedonism
heretic
heterogeneous
hierarchy
hone
hostile

hyperbole
hypocritical
hypothesis
idiosyncrasy
illusory
immutable
impassive
impecunious
impede
imperturbable
implicit
imply
impregnable
inadvertent
incessant
incisive
incoherent
incongruous
indifferent
indolent
induce
inept
inert
infamous
infer
infiltrate
ingenuous
innate
innocuous
innovation
inquisitive
insatiable
inscrutable
insinuate
insipid
insoluble
insolvent
insurgent
intemperate
intractable
intricate
irascible
irony
irrevocable
jeopardize
labyrinth
laconic
lament
languid
laudable
lethargic
levity
listless
lofty
luminous
luxurious
malicious
mar
meander
mediocre
meticulous
minuscule
misconstrue
miser
mitigate
mobile
munificent
nefarious
novice
noxious
nuance
nullify
obese
objective
obscure
obsolete
obstinate
officious
opulent
ostentatious
pacifist
pariah
parody
parsimonious
pathetic
patronize
paucity
perfunctory
peripheral
perpetual
persevere
perspicacious
pertinent
pervade
pessimist
petty
philanthropic
philistine
pious
placate
plagiarism
platitude
plausible
pompous
ponderous
potent
pragmatic
precipitate
preclude
precocious
preeminent
premise
prestige
pretentious
prevalent
procrastinate
prodigal
prodigy
profuse
prolific
propriety
prosaic
protracted
provincial
provoke
prudent
punctual
pungent
querulous

raconteur
rancid
ratify
rational
ravenous
raze
rebuttal
recalcitrant
redundant
refute
reiterate
rejuvenate
relegate
relevant
renegade
renovate
repository
reprehensible
reproach
repudiate
repulse
rescind
resilient
resourceful
respite
restrained
retaliate
reticent
retract
reverent
rigorous
ruthless
saccharine
sagacious
savory
scanty
scrupulous
scrutinize
sentimental
sequester
serene
servile
sever
skeptical
slothful
sluggish
sobriety
solemn
solicit
solvent
somber
sophisticated
soporific
sparse
spurious
squalid
squander
stagnant
steadfast
stoic
stringent
strut
stultifying
suave
subjective
subordinate
subtle
sullen
supercilious
superficial
superfluous
surly
surmise
surreptitious
susceptible
sycophant
symmetry
synonymous
tactful
taper
tardy
taut
tedious
tentative
terminate
tirade
torpid
tranquil
trivial
turgid
unanimous
unassailable
unceremonious
unflinching
unobtrusive
unprecedented
upbraid
vacillate
vagrant
valiant
valid
variegated
venerate
venturesome
verbose
verify
versatile
viable
vibrant
vicarious
vigilant
vigorous
vilify
vindicate
virtuoso
virulent
vivacious
volatile
voluminous
voracious
vulnerable
whet
zeal
zenith

Correlation to Sunshine State Standards

Course Requirements for English IV-Course Number 1001400

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

1. Use and monitor own reading processes effectively to construct meaning from a range of technical, informative, and literary texts.

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
LA.A.1.4.4	Apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.	2, 3	
LA.A.2.4.3	Describe and evaluate personal preferences regarding fiction and nonfiction.	2	
LA.A.2.4.4	Locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.	1, 2, 3	

2. Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
LA.B.1.4.1	Select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.	1, 2, 3	
LA.B.1.4.2	Draft and revise writing that • is focused, purposeful, and reflects insight into the writing situation; • has an organizational pattern that provides for a logical progression of ideas; • has effective use of transitional devices that contribute to a sense of completeness; • has support that is substantial, specific, relevant, and concrete; • demonstrates a commitment to and involvement with the subject; • uses creative writing strategies as appropriate to the purpose of the paper; • demonstrates a mature command of language with precision of expression; • has varied sentence structure; and • has few, if any, convention errors in mechanics, usage, punctuation, and spelling.	1, 2, 3	

Correlation to Sunshine State Standards

Course Requirements for English IV-Course Number 1001400

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
LA.B.1.4.3	Produce final documents that have been edited for • correct spelling; correct punctuation, including commas, colons, and common use of semicolons; • correct capitalization; • correct sentence formation; • correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effects; and • correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts and illustrations in both standard and innovative forms.	4	
LA.B.2.4.2	Organize information using appropriate systems.	1, 3, 4, 6	
LA.B.2.4.3	Write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.	1, 3, 4, 5, 6	

3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.

Benchmarks			
LA.C.1.4.3	Use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.	5	
LA.C.3.4.1	Use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.	5	
LA.C.3.4.2	Select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).	5	
LA.C.3.4.3	Use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.	5	
LA.C.3.4.4	Apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.	5	
LA.C.3.4.5	Develop and sustain a line of argument and provide appropriate support.	5	

Correlation to Sunshine State Standards

Course Requirements for English IV-Course Number 1001400

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

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
LA.D.1.4.2	Make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.	1, 3, 4, 5	
LA.D.2.4.2	Understand the subtleties of literary devices and techniques in the comprehension and creation of communication.	1, 2, 3, 4, 5, 6	
LA.D.2.4.3	Recognize production elements that contribute to the effectiveness of a specific medium.	1, 2, 4, 5	

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

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
LA.D.1.4.1	Apply an understanding that language and literature are primary means by which culture is transmitted.	2, 5, 6	
LA.D.1.4.3	Understand that there are differences among various dialects of English.	2, 5, 6	
LA.D.2.4.1	Understand specific ways in which language has shaped the reaction, perceptions, and beliefs of the local, national, and global communities.	2, 5, 6	

Correlation to Sunshine State Standards

Course Requirements for English IV-Course Number 1001400

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

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
LA.E.1.4.2	Understand why certain literary works are considered classics.	6	
LA.E.1.4.5	Understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.	6	
LA.E.2.4.1	Analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.	6	
LA.E.2.4.2	Understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.	6	
LA.E.2.4.3	Analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhythm, repetition, and alliteration.	6	
LA.E.2.4.4	Understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.	2, 6	
LA.E.2.4.5	Analyze the relationship among author's style, literary form, and intended impact on the reader.	2, 6	
LA.E.2.4.6	Recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.	6	
LA.E.2.4.7	Examine a literary selection from several critical perspectives.	2, 6	
LA.E.2.4.8	Know that people respond differently to texts based on their background knowledge, purpose, and point of view.	2, 6	

Correlation to Sunshine State Standards

Course Requirements for English IV-Course Number 1001400

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

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
LA.A.2.4.6	Select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.	1, 3	
LA.A.2.4.7	Analyze the validity and reliability of primary source information and use the information appropriately.	1, 2, 3, 4	
LA.A.2.4.8	Synthesize information from multiple sources to draw conclusions	1, 2, 3	
LA.B.2.4.4	Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.	1, 2, 3	
LA.D.2.4.4	Effectively integrate multimedia and technology into presentations.	3, 4	

References

Abrams, M. H. *A Glossary of Literary Terms*, 6th edition. New York: Harcourt Brace Jovanovich College Publishers, 1993.

Abrams, M. H., ed., et al. *The Norton Anthology of English Literature*. New York: W. W. Norton and Company, 1974.

Applebee, Arthur N., et al. *The Language of Literature: British Literature (Grade 12)*. Evanston, IL: McDougal Littell, 1997.

Armstrong, Thomas. *Multiple Intelligences in the Classroom.* Alexandria, VA: Association for Supervision and Curriculum Development, 1994.

Barkley, Nella. *How to Help Your Child Land the Right Job: (Without Being a Pain in the Neck)*. New York: Workman Publishers, 1993.

Beane, James A., ed. *Toward a Coherent Curriculum*. Alexandria, VA: Association for Supervision and Curriculum Development, 1995.

Beatty, Richard H. *The Perfect Cover Letter*. New York: Wiley, 1989.

Berbrich, Joan D. *Writing Practically.* New York: Amsco School Publications, 1994.

Boldt, Laurance G. *How to Find the Work You Love.* New York: Arkana, 1996.

Bowler, Ellen, ed. *Prentice-Hall Literature World Masterpieces*. Saddle River, NJ: Prentice-Hall, 1996.

Brouhard, Rosemary, et al. *Scope English Writing and Language Skills*. New York: Scholastic, 1991.

Christ, Henry I. *Building Power in Writing.* New York: Amsco School Publications, 1992.

Dickens, Charles. *A Tale of Two Cities*. New York: Simon and Schuster, 1969.

Donaho, Melvin W. *How to Get the Job You Want: A Guide to Resumes, Interviews, and Job-Hunting Strategy*. Englewood Cliffs, NJ: Prentice-Hall, 1976.

Drabble, Margaret, ed. *The Oxford Companion to English Literature*, 5th edition. New York: Oxford University Press, 1985.

Florida Department of Education. *English Skills IV.* Tallahassee, FL: State of Florida, 1993.

Florida Department of Education. *Florida Course Descriptions.* Tallahassee, FL: State of Florida, 1998.

Florida Department of Education. *Florida Curriculum Framework: Language Arts.* Tallahassee, FL: State of Florida, 1996.

Golding, William. *Lord of the Flies*. New York: The Berkley Publishing Group, 1954.

Golub, Jeff, et al. *Activities to Promote Critical Thinking*. Urbana, IL: National Council of Teachers of English, 1986.

Harmin, Merrill. *Inspiring Active Learners: A Handbook for Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development, 1994.

Hutchinson, Jamie, ed. *Teaching the Writing Process in High School*. Urbana, IL: National Council of Teachers of English, 1995.

Kaiman, Amy Bunin. *Florida's HSCT: Preparing for the Communications Test*. New York: Amsco School Publications, 1996.

Krenzke, Lois, et al. *Writers INC*. Boston: D. C. Heath, 1996.

Lloyd-Kolkin, Donna and Kathleen R. Tyner. *Media and You*. Englewood Cliffs, NJ: Strategies for Media Literacy, 1991.

McDonnell, Helen, et al. *England In Literature.* Glenview, IL: Scott, Foresman, 1985.

Meyer, Michael, ed. *The Bedford Introduction to Literature, 4th edition*. Boston, MA: Bedford Books of St. Martin's Press, 1996.

National Council of Teachers of English and International Reading Association. *Standards for the English Language Arts.* Urbana, IL: National Council of Teachers of English, 1995.

Noguchi, Rei R. *Grammar and the Teaching of Writing*. Urbana, IL: National Council of Teachers of English, 1991.

Oliver, Eileen Iscoff. *Crossing the Mainstream: Multicultural Perspectives in Teaching Literature*. Urbana, IL: National Council of Teachers of English, 1994.

Oxford Dictionary of Quotations, 3rd edition. New York: Oxford University Press, 1980.

Potter, Robert R. and Ruth D. McCubbrey. *Globe Literature.* Englewood Cliffs, NJ: Globe Book Company, 1990.

Reinert, Otto, ed. *Classic through Modern Drama: An Introductory Anthology*. Boston, MA: Little, Brown, and Company, 1970.

Sebranek, Patrick, et al. *Write Source 2000.* Boston: D. C. Heath, 1995.

Shelly, Mary. *Frankenstein*. Boston: Bedford Books of St. Martin's Press, 1992.

Smith, Carl B. *A Commitment to Critical Thinking*. Bloomington, IN: Grayson Bernard Publishing, 1991.

Snow, Robert A. *Advanced Reading Skills.* New York: Amsco School Publications, 1994.

Sorenson, Sharon. *Composition: Prewriting, Response, Revision.* New York: Amsco School Publications, 1994.

Tachudi, Stephen. *Planning and Assessing the Curriculum in English Language Arts*. Alexandria, VA: Association for Supervision and Curriculum Development, 1991.

Production Software

Adobe PageMaker 6.0. Mountain View, CA: Adobe Systems.

Adobe Photoshop 3.0. Mountain View, CA: Adobe Systems.

Macromedia Freehand 5.0. San Francisco: Macromedia.

Microsoft Word 5.0. Redmond, WA: Microsoft.