

California English Language Arts Content Standards

Correlated to *Career Choices, Possibilities and Instructor's Guide*

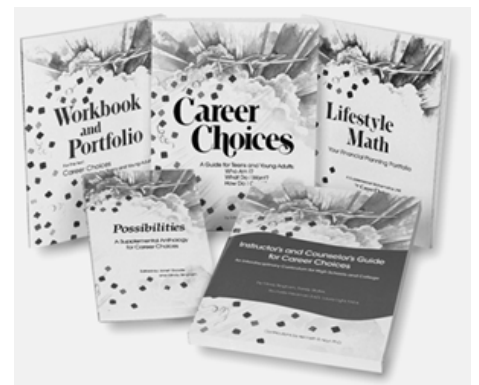
Benchmark	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide, 6th Edition</i>
Reading			
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development			
Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.			
1.1 - Identify and use the literal and figurative meanings of words and understand word derivations.	Vocabulary throughout text (see <i>Workbook & Portfolio</i>)	pp. 22-23, 67-68, 165, 207, 263	pp. 4/4, 4/18, 6/49-6/54
2.0 Reading Comprehension (Focus on Informational Materials)			
Students read and understand grade-level-appropriate materials. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.			
2.1 - Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.	Chap. 4, p. 92; Chap. 6, pp. 158-159; Chap. 8, pp. 186-189; Chap. 11, pp. 250-257	pp. 94, 279-283	pp. 4/58, 4/90, 4/95, 4/97, 4/103-4/105, 4/151-4/160, 6/1
2.3 - Generate relevant questions about readings on issues that can be researched.	Chap. 6, pp. 148-155; Chap. 7, pp. 168-179	Journal entries throughout text	pp. 2/10-2/14, 4/62, 4/68
2.4 - Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	Practiced throughout text	pp. 21, 38-39, 62, 140, 164-165, 172-175, 213, 262-269	pp. 2/10-2/14, 3/8-3/12
2.5 - Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	Goal of the entire text	Journal entries throughout text	pp. 2/10-2/14, 4/63, 4/121, 5/5-5/14, 6/7
2.6 - Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).	Use of online activities*	pp. 174-177, 272, 279-283	pp. 2/21, 4/50-4/51, 4/87, 4/153-4/154, 4/163, 7/2-7/14
2.7 - Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	Use of online activities*	pp. 209-211	pp. 7/6-7/14
3.0 Literary Response and Analysis			
Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.			
3.2 - Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.	The integration of <i>Career Choices</i> with <i>Possibilities</i>	pp. 208-211, 213, 216-219, 228-238, 240-248	pp. 2/8-2/14, 4/1-4/170

Benchmark	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide, 5th Edition</i>
3.3 - Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.	Chap. 2, pp. 52-53; Chap. 3, p. 60; Chap. 4, pp. 104-110; Chap. 5, p. 124; Chap. 6, pp. 162-163; Chap. 8, p. 185; Chap. 9, pp. 204-206	pp. 11-18, 47-56, 80-86, 90-94, 95-102, 112-117, 127-138, 142-163, 178-211, 228-239, 254-261, 264-269, 274	pp. 2/10-2/14, 4/11, 4/34-4/35
3.4 - Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.	Chap. 1, pp. 10-13; Chap. 2, pp. 24-53; Chap. 3, pp. 66-69; Chap. 7, pp. 168, 170-171, 173-174; Chap. 9, pp. 194-199	pp. 11-18, 47-56, 62, 80-86, 95-102, 112-117, 127-138, 142-163, 171, 178-211, 228-239, 254-261, 264-269, 274	pp. 2/10-2/14, 4/31, 4/34-4/35, 4/152
3.5 - Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.	Theme of entire text	Self-discovery theme of entire text	pp. 2/8-2/14, 3/1-3/5, 4/1-4/170
3.6 - Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).	Chap. 1, pp. 10-13	pp. 11-18, 47-56, 80-86, 87-89, 95-102, 127-138, 142-163, 178-211, 228-239, 254-261	pp. 2/10-2/14
3.7 - Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.		pp. 21-23, 25-26, 41, 54, 58-60, 63, 76-78, 171, 238, 240-248	pp. 2/10-2/14
3.8 - Interpret and evaluate the impact of ambiguities, subtleties, contradiction, ironies, and incongruities in a text.	Chap. 9, pp. 203-206; Chap. 10, p. 242	pp. 37-38, 101, 238	pp. 2/10-2/14, 4/115
3.9 - Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	Chap. 9, p. 222	pp. 47-56, 80-86, 112-117, 178-211, 254-261	pp. 2/10-2/14
3.11 - Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism.		pp. 22-23, 25-26, 41, 54, 58, 63, 66, 72, 76-78, 87-88	pp. 2/10-2/14, 4/4
3.12 - Analyze the way in which a work of literature is related to the themes and issues of its historical period.	Chap. 4, pp. 74-75	pp. 21-22, 25-26, 36, 41-42, 54-56, 58, 84-86, 103-107, 110-111, 116-117, 124-126, 171, 172-177, 221-224, 238-239, 247, 251	pp. 2/10-2/14, 4/43
Writing			
1.0 Writing Strategies			
Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.			
1.1 - Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	Practiced throughout text in a variety of essays and exercises	pp. 54-56, 137-138, 261, 275	Practiced throughout entire curriculum
1.2 - Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.	Chap. 2, pp. 44-45, 53; Chap. 9, pp. 216-217; Chap. 10, pp. 230-231, 236-237	pp. 31-32, 162	pp. 4/24

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1.3 - Use clear research questions and suitable research methods (e.g., library, electronic media, personal interviews) to elicit and present evidence from primary and secondary sources.	Chap. 5, pp. 124-141; Chap. 6, pp. 148-159; Chap. 9, pp. 211-213; online activities*	pp. 38, 79, 106-107, 165, 174-177, 253, 261, 272	pp. 4/85-4/106, 7/6-7/14
1.8 - Design and publish documents by using advanced publishing software and graphic programs.	Chap. 12, pp. 278-281	pp. 38, 44-45, 279-283	pp. 4/90, 7/2-7/5
2.0 Writing Applications (Genres and Their Characteristics)			
Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.			
2.1 - Write biographical or autobiographical narratives or short stories:			
A - Relate a sequence of events and communicate the significance of the events to the audience.	Chap. 1, pp. 12-13; Chap. 8, pp. 186-191	pp. 54-56, 89, 161-162, 208-211, 224, 226, 261, 275	pp. 4/18, 4/77, 4/93-4/94
B - Locate scenes and incidents in specific places.	Chap. 6, p. 157	pp. 125, 160-162, 208-211	
C - Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.	Chap. 1, p. 14; Chap. 3, pp. 70-72; Chap. 6, pp. 156-157; Chap. 9, pp. 196-199	pp. 42, 44, 54-56, 162, 171, 208-211, 261, 275	pp. 4/9, 4/18, 4/93-4/94
D - Pace the presentation of actions to accommodate changes in time and mood.		pp. 54-56, 102, 208-211, 275	p. 4/114
E - Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.	Chap. 1, p. 17; Chap. 2, pp. 29, 44-45	pp. 42, 44, 54-56, 162, 208-211	pp. 4/93-4/94
2.2 - Write responses to literature:			
A - Demonstrate a comprehensive grasp of the significant ideas of literary works.		Writing projects throughout text	pp. 2/10-2/14
B - Support important ideas and viewpoints through accurate and detailed references to the text or to other works.		Writing projects throughout text	pp. 2/10-2/14, 4/77
C - Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.		pp. 36, 42, 44, 139-141, 161, 170-171, 173, 215, 216-220, 250	pp. 2/10-2/14, 4/8, 4/113
2.3 - Write expository compositions, including analytical essays and research reports:			
A - Marshal evidence in support of a thesis and related claims, including information on all relevant perspective.	Practiced throughout text	pp. 31-32, 38, 110, 137-138, 174-177, 275	pp. 4/1-4/106, 4/32
B - Convey information and ideas from primary and secondary sources accurately and coherently.	Practiced throughout text	pp. 31-32, 38, 122-123, 174-177, 253	pp. 4/1-4/106, 4/64, 4/68, 4/144
C - Make distinctions between the relative value and significance of specific data, facts, and ideas.	Chapters 1-6	pp. 38, 84-94, 139-140	pp. 4/1-4/106, 4/42, 4/63
E - Anticipate and address readers' potential misunderstandings, biases, and expectations.		pp. 94, 117, 239, 272, 274-275	pp. 4/1-4/106, 4/84, 4/112

Benchmark	Career Choices	Possibilities	Instructor's Guide, 5 th Edition
2.5 - Write business letters:			
A - Provide clear and purposeful information and address the intended audience appropriately.	Chap. 6, pp. 158-159; Chap. 11, pp. 250-253, 254-255; online activities*	pp. 38, 85, 94, 263	pp. 4/39-4/41, 4/76, 4/95, 4/151-4/160, 4/168
B - Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.	Chap. 6, pp. 158-159; Chap. 11, pp. 250-253, 254-255; online activities*	pp. 38, 85, 94, 263	pp. 4/76, 4/95, 4/151-4/160, 4/168
C - Highlight central ideas or images.	Chap. 6, pp. 158-159; Chap. 11, pp. 250-253; online activities*	pp. 38, 85, 94, 263	pp. 4/39-4/41, 4/95, 4/151-4/160, 4/168
D - Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.	Chap. 6, pp. 158-159; Chap. 11, pp. 250-253; online activities*	pp. 38, 85, 94, 263	pp. 4/12, 4/55, 4/76, 4/95, 4/151-4/160, 4/168, 7/2
Listening and Speaking			
1.0 Listening and Speaking Strategies			
Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.			
1.1 - Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.	Discussions, presentations, and debates throughout text	Discussions, presentations, and debates throughout text	Activities throughout; pp. 2/10-2/14, 4/1-4/170, 10/5-10/6
1.5 - Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.		pp. 22, 27-32, 94, 108-111, 239	pp. 4/32, 4/42, 4/68, 4/83-4/84
1.10 - Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.		pp. 27-32, 108-111	p. 4/6
1.14 - Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's <i>Henry V</i> with Kenneth Branagh's 1990 film version).		pp. 11-18, 44-45, 125, 208, 279-283	pp. 4/6, 4/10-4/11, 4/17, 4/112, 6/41-6/48

- There are over 80 online activities that enhance the materials in **Career Choices**. You can learn more and review sample activities at www.CareerChoices.com. (See pages 7/6-7/14 in the **Instructor's Guide** for a complete listing of enhanced lessons.)



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