



# Standard #: LAFS.910.SL.1.1

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Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

## General Information

**Subject Area:** English Language Arts

**Grade:** 910

**Strand:** Standards for Speaking and Listening

**Idea:** Level 3: Strategic Thinking & Complex Reasoning

**Cluster:** [Comprehension and Collaboration](#)

**Date Adopted or Revised:** 12/10

**Content Complexity Rating:** [Level 3: Strategic Thinking & Complex Reasoning](#) - [More Information](#)

**Date of Last Rating:** 02/14

**Status:** State Board Approved

## Related Courses

Course Number	Course Title
<a href="#">1200310:</a>	Algebra 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1200320:</a>	Algebra 1 Honors (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1200330:</a>	Algebra 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1200370:</a>	Algebra 1-A (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1200380:</a>	Algebra 1-B (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1200400:</a>	Foundational Skills in Mathematics 9-12 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1207310:</a>	Liberal Arts Mathematics (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1210300:</a>	Probability and Statistics Honors (Specifically in versions: 2014 - 2015, 2015 - 2019, 2019 - 2022 (current), 2022 and beyond)
<a href="#">1211300:</a>	Trigonometry Honors (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1206300:</a>	Informal Geometry (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">1206310:</a>	Geometry (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1206320:</a>	Geometry Honors (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1298310:</a>	Advanced Topics in Mathematics (formerly 129830A) (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">2001350:</a>	Astronomy Solar/Galactic (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2000310:</a>	Biology 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2000320:</a>	Biology 1 Honors (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2003350:</a>	Chemistry 1 Honors (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2001310:</a>	Earth/Space Science (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2001320:</a>	Earth/Space Science Honors (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2002400:</a>	Integrated Science 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2002420:</a>	Integrated Science 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2002430:</a>	Integrated Science 2 Honors (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2003310:</a>	Physical Science (Specifically in versions: 2015 - 2022 (current), 2022 and beyond)
<a href="#">2003320:</a>	Physical Science Honors (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2003600:</a>	Principles of Technology 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2003610:</a>	Principles of Technology 2 (Specifically in versions: 2014 - 2015, 2015 - 2018 (course terminated))
<a href="#">2002330:</a>	Space Technology and Engineering (Specifically in versions: 2014 - 2015, 2015 - 2018 (course terminated))
<a href="#">2000410:</a>	Zoology (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)

<a href="#">1200500:</a>	Advanced Algebra with Financial Applications (Specifically in versions: 2014 - 2015 (course terminated))
<a href="#">2000800:</a>	Florida's Preinternational Baccalaureate Biology 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2002340:</a>	Experimental Science 1 Honors (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2002350:</a>	Experimental Science 2 Honors (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1501300:</a>	Personal Fitness (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1501320:</a>	Fitness Issues for Adolescence (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1501340:</a>	Weight Training 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1501350:</a>	Weight Training 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1501360:</a>	Weight Training 3 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1501410:</a>	Power Weight Training 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1502300:</a>	Gymnastics 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1502310:</a>	Gymnastics 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1502400:</a>	Paddleball/Racquetball/Handball (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1502410:</a>	Individual and Dual Sports 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1502420:</a>	Individual and Dual Sports 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1502430:</a>	Individual and Dual Sports 3 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1502460:</a>	Self Defense Activities (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1502470:</a>	Recreational Activities (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1502480:</a>	Outdoor Education (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1502500:</a>	Sports Officiating (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1503300:</a>	Track and Field (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1503310:</a>	Basketball (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1503320:</a>	Soccer (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1503330:</a>	Softball (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1503350:</a>	Team Sports 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1503360:</a>	Team Sports 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1503400:</a>	Aerobics 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1503410:</a>	Aerobics 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1503420:</a>	Aerobics 3 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1504400:</a>	Golf 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1504410:</a>	Golf 2 (Specifically in versions: 2014 - 2015, 2015 - 2019 (course terminated))
<a href="#">1504460:</a>	Swimming 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1504470:</a>	Swimming 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1504490:</a>	Water Safety (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1504500:</a>	Tennis 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1504510:</a>	Tennis 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1504520:</a>	Tennis 3 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1505430:</a>	Racquetball 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1505440:</a>	Racquetball 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1505500:</a>	Volleyball 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1505510:</a>	Volleyball 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1505520:</a>	Volleyball 3 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1505550:</a>	Wrestling 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1505560:</a>	Wrestling 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">1506320:</a>	HOPE-Physical Education Variation (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">3026010:</a>	HOPE-Core (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0800300:</a>	Health 1-Life Management Skills (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0800310:</a>	Health 2-Personal Health (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0800320:</a>	First Aid and Safety (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0800330:</a>	Personal, Social, and Family Relationships (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0800350:</a>	Adolescent Health Problems (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0800370:</a>	Parenting 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0800380:</a>	Parenting 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0800390:</a>	Health for Expectant Parents (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">7920050:</a>	Access Health and Safety (Specifically in versions: 2014 - 2015, 2015 - 2017, 2017 - 2018, 2018 and beyond (current))
<a href="#">2101300:</a>	Anthropology (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2120710:</a>	Anthropology Honors (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2100340:</a>	African-American History (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2100350:</a>	Florida History (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2100360:</a>	Latin American History (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2100370:</a>	Eastern and Western Heritage (Specifically in versions: 2014 - 2015, 2015 - 2017, 2017 - 2022 (current), 2022 and beyond)
<a href="#">2100380:</a>	Visions and Their Pursuits:An American Tradition-U.S.History to 1920 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2100400:</a>	The History of The Vietnam War (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2100470:</a>	Visions & Their Pursuits:An AmerTrad-U.S. Hist to 1920 Honors (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)

<a href="#">2102800:</a>	<b>Florida's Preinternational Baccalaureate Comparative Economics With Financial Literacy</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2103300:</a>	<b>World Cultural Geography</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2104300:</a>	<b>Introduction to the Social Sciences</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2104320:</a>	<b>Global Studies</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2104330:</a>	<b>Voluntary School/Community Service</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2104340:</a>	<b>Women's Studies</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2104600:</a>	<b>Multicultural Studies</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2105310:</a>	<b>World Religions</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2105340:</a>	<b>Philosophy</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2105350:</a>	<b>Ethics</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2120910:</a>	<b>Philosophy Honors</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2120915:</a>	<b>Philosophy Honors 2</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2106330:</a>	<b>Civics</b> (Specifically in versions: 2014 - 2015, 2015 - 2019 (course terminated))
<a href="#">2106340:</a>	<b>Political Science</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2106350:</a>	<b>Law Studies</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2106355:</a>	<b>International Law</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2106360:</a>	<b>Comparative Political Systems</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2106370:</a>	<b>Comprehensive Law Studies</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2106375:</a>	<b>Comprehensive Law Honors</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2106380:</a>	<b>Legal Systems and Concepts</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2106390:</a>	<b>Court Procedures</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2106400:</a>	<b>Court Procedures Intern</b> (Specifically in versions: 2014 - 2015, 2015 - 2021 (course terminated))
<a href="#">2106440:</a>	<b>International Relations</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2106445:</a>	<b>International Relations 2 Honors</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2106468:</a>	<b>Constitutional Law Honors</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2106800:</a>	<b>Florida's Preinternational Baccalaureate United States Government</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2107300:</a>	<b>Psychology 1</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2107310:</a>	<b>Psychology 2</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2108300:</a>	<b>Sociology</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2109310:</a>	<b>World History</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2109320:</a>	<b>World History Honors</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2109330:</a>	<b>African History</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2109350:</a>	<b>Contemporary History</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2109410:</a>	<b>Jewish History</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2109430:</a>	<b>Holocaust</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">2109810:</a>	<b>Florida's Preinternational Baccalaureate World History</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0100310:</a>	<b>Introduction to Art History</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0100320:</a>	<b>Art in World Cultures</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0100330:</a>	<b>Art History and Criticism 1 Honors</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0100340:</a>	<b>Art History and Criticism 2 Honors</b> (Specifically in versions: 2014 - 2015, 2015 - 2021 (course terminated))
<a href="#">0101300:</a>	<b>Two-Dimensional Studio Art 1</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0101310:</a>	<b>Two-Dimensional Studio Art 2</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0101330:</a>	<b>Three-Dimensional Studio Art 1</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0101340:</a>	<b>Three-Dimensional Studio Art 2</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0102300:</a>	<b>Ceramics/Pottery 1</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0102310:</a>	<b>Ceramics/Pottery 2</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0104340:</a>	<b>Drawing 1</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0104350:</a>	<b>Drawing 2</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0104370:</a>	<b>Painting 1</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0104380:</a>	<b>Painting 2</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0104410:</a>	<b>Figure Drawing</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0107410:</a>	<b>Film 1</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0107420:</a>	<b>Film 2</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0107440:</a>	<b>Visual Technology 1</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0107450:</a>	<b>Visual Technology 2</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0108310:</a>	<b>Creative Photography 1</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0108320:</a>	<b>Creative Photography 2</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0110300:</a>	<b>Printmaking 1</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0110310:</a>	<b>Printmaking 2</b> (Specifically in versions: 2014 - 2015, 2015 - 2020 (course terminated))
<a href="#">0111310:</a>	<b>Sculpture 1</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0111320:</a>	<b>Sculpture 2</b> (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0113300:</a>	<b>Architectural Design and Drawing 1</b> (Specifically in versions: 2014 - 2015, 2015 - 2019 (course terminated))
<a href="#">0113310:</a>	<b>Architectural Design and Drawing 2</b> (Specifically in versions: 2014 - 2015, 2015 - 2019 (course terminated))

<a href="#">0114800:</a>	Florida's Preinternational Baccalaureate Art 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0300300:</a>	World Dance (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0300310:</a>	Dance Techniques 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0300320:</a>	Dance Techniques 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0300330:</a>	Dance Techniques 3 Honors (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0300340:</a>	Ballet 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0300350:</a>	Ballet 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0300400:</a>	Dance Repertory 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0300410:</a>	Dance Repertory 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0300450:</a>	Dance History and Aesthetics 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0400300:</a>	Introduction to Drama (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0400310:</a>	Theatre 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0400320:</a>	Theatre 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0400350:</a>	Theatre History and Literature 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0400360:</a>	Theatre History and Literature 2 Honors (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0400370:</a>	Acting 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0400380:</a>	Acting 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0400410:</a>	Technical Theatre Design & Production 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0400420:</a>	Technical Theatre Design & Production 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0400540:</a>	Voice and Diction (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0400620:</a>	Theatre Improvisation (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0500300:</a>	Executive Internship 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0500310:</a>	Executive Internship 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0500370:</a>	Voluntary Public Service (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0500500:</a>	Personal, Career, and School Development Skills 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0500510:</a>	Personal, Career, and School Development Skills 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0700300:</a>	Haitian Creole for Haitian Creole Speakers 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0700310:</a>	Haitian Creole for Haitian Creole Speakers 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0701320:</a>	French 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0701330:</a>	French 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0701800:</a>	Florida's Preinternational Baccalaureate French 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0701810:</a>	Florida's Preinternational Baccalaureate French 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0702320:</a>	German 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0702330:</a>	German 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0702800:</a>	Florida's Preinternational Baccalaureate German 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0702810:</a>	Florida's Preinternational Baccalaureate German 2 (Specifically in versions: 2015 - 2022 (current), 2022 and beyond)
<a href="#">0703320:</a>	Greek 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0703330:</a>	Greek 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0703380:</a>	Classical Greek 1 (Specifically in versions: 2014 - 2015, 2015 - 2019 (course terminated))
<a href="#">0703390:</a>	Classical Greek 2 (Specifically in versions: 2014 - 2015, 2015 - 2019 (course terminated))
<a href="#">0704300:</a>	Hebrew 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0704310:</a>	Hebrew 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0705320:</a>	Italian 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0705330:</a>	Italian 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0706300:</a>	Latin 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0706310:</a>	Latin 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0706800:</a>	Florida's Preinternational Baccalaureate Latin 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0706810:</a>	Florida's Preinternational Baccalaureate Latin 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0707300:</a>	Russian 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0707310:</a>	Russian 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0707800:</a>	Florida's Preinternational Baccalaureate Russian 1 (Specifically in versions: 2014 - 2015, 2015 - 2017 (course terminated))
<a href="#">0707810:</a>	Florida's Preinternational Baccalaureate Russian 2 (Specifically in versions: 2014 - 2015, 2015 - 2017 (course terminated))
<a href="#">0708340:</a>	Spanish 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0708350:</a>	Spanish 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0709300:</a>	Spanish for Spanish Speakers 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0709310:</a>	Spanish for Spanish Speakers 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0710300:</a>	Arabic 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0710310:</a>	Arabic 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0711300:</a>	Chinese 1 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0711310:</a>	Chinese 2 (Specifically in versions: 2014 - 2015, 2015 - 2022 (current), 2022 and beyond)
<a href="#">0900300:</a>	Humanities Survey (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">0900310:</a>	Humanities 1 (to 1500) Honors (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">0900320:</a>	Humanities 2 (since 1500) Honors (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1300300:</a>	Music Theory 1 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1300310:</a>	Music Theory 2 Honors (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1301320:</a>	Guitar 1 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)



<a href="#">1301330:</a>	Guitar 2 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1301360:</a>	Keyboard 1 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1301370:</a>	Keyboard 2 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1301380:</a>	Keyboard 3 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1302300:</a>	Band 1 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1302310:</a>	Band 2 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1302360:</a>	Orchestra 1 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1302370:</a>	Orchestra 2 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1302420:</a>	Instrumental Techniques 1 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1302430:</a>	Instrumental Techniques 2 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1302460:</a>	Instrumental Ensemble 1 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1302500:</a>	Jazz Ensemble 1 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1302510:</a>	Jazz Ensemble 2 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1303300:</a>	Chorus 1 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1303310:</a>	Chorus 2 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1303360:</a>	Chorus Register-specific 1 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1303370:</a>	Chorus Register-specific 2 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1303400:</a>	Vocal Techniques 1 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1303410:</a>	Vocal Techniques 2 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1303440:</a>	Vocal Ensemble 1 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1303450:</a>	Vocal Ensemble 2 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1304300:</a>	Music Technology and Sound Engineering 1 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1304310:</a>	Music Technology and Sound Engineering 2 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1305300:</a>	Eurhythmics 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1305310:</a>	Eurhythmics 2 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1400300:</a>	Peer Counseling 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1400310:</a>	Peer Counseling 2 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1400320:</a>	Peer Counseling 3 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1400330:</a>	Peer Counseling 4 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1700300:</a>	Research 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1700310:</a>	Research 2 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1700370:</a>	Critical Thinking and Study Skills (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1700380:</a>	Career Research and Decision Making (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1800300:</a>	Aerospace Science 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1800310:</a>	Aerospace Science 2 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1800320:</a>	Aerospace Science 3 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1800330:</a>	Aerospace Science 4: Leadership Development (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1800340:</a>	Advanced Aerospace Science (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1800350:</a>	Aerospace Science 4:Transportation (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1800360:</a>	Aerospace Science 4 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1800400:</a>	Leadership Education 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1800410:</a>	Leadership Education 2 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1801300:</a>	Army: Leadership Education and Training 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1801310:</a>	Army: Leadership Education and Training 2 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1801320:</a>	Army: Leadership Education and Training 3 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1801330:</a>	Army: Leadership Education and Training 4 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1802300:</a>	Naval Science 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1802310:</a>	Naval Science 2 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1802320:</a>	Naval Science 3 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1802330:</a>	Naval Science 4 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1803300:</a>	Leadership Education 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1803310:</a>	Leadership Education 2 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1803320:</a>	Leadership Education 3 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1803330:</a>	Leadership Education 4 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">0712300:</a>	Japanese 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">0712310:</a>	Japanese 2 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">0712810:</a>	Florida's Preinternational Baccalaureate Japanese 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">0712820:</a>	Florida's Preinternational Baccalaureate Japanese 2 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">0713300:</a>	Portuguese 1 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">0713310:</a>	Portuguese 2 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">0713340:</a>	Portuguese for Portuguese Speakers 1 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">0713350:</a>	Portuguese for Portuguese Speakers 2 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">0714300:</a>	Foreign Language Humanities for International Studies 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">0714310:</a>	Foreign Language Humanities for International Studies 2 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)

<a href="#">0717300:</a>	American Sign Language 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">0717310:</a>	American Sign Language 2 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1000400:</a>	Intensive Language Arts (Specifically in versions: 2014 - 2015, 2015 and beyond)
<a href="#">1000410:</a>	Intensive Reading (Specifically in versions: 2014 - 2015, 2015 and beyond)
<a href="#">1000420:</a>	Intensive Writing (Specifically in versions: 2014 - 2015, 2015 and beyond)
<a href="#">1001320:</a>	English Honors 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1001350:</a>	English Honors 2 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1001800:</a>	Florida's Preinternational Baccalaureate English 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1001810:</a>	Florida's Preinternational Baccalaureate English 2 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1002300:</a>	English 1 Through ESOL (Specifically in versions: 2014 - 2015, 2015 and beyond)
<a href="#">1002310:</a>	English 2 Through ESOL (Specifically in versions: 2014 - 2015, 2015 and beyond)
<a href="#">1002380:</a>	English Language Development (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 and beyond)
<a href="#">1005350:</a>	Literature and the Arts 1 Honors (Specifically in versions: 2014 - 2015, 2015 - 2019, 2019 and beyond)
<a href="#">1007300:</a>	Speech 1 (Specifically in versions: 2014 - 2015, 2015 - 2019, 2019 and beyond)
<a href="#">1007330:</a>	Debate 1 (Specifically in versions: 2014 - 2015, 2015 - 2019, 2019 - 2021, 2021 and beyond)
<a href="#">1007340:</a>	Debate 2 (Specifically in versions: 2014 - 2015, 2015 - 2019, 2019 and beyond)
<a href="#">1008300:</a>	Reading 1 (Specifically in versions: 2014 - 2015, 2015 - 2021 (course terminated))
<a href="#">1008310:</a>	Reading 2 (Specifically in versions: 2014 - 2015, 2015 - 2021 (course terminated))
<a href="#">1008320:</a>	Reading Honors (Specifically in versions: 2014 - 2015, 2015 - 2021 (course terminated))
<a href="#">1009300:</a>	Writing 1 (Specifically in versions: 2014 - 2015, 2015 and beyond)
<a href="#">1009320:</a>	Creative Writing 1 (Specifically in versions: 2014 - 2015, 2015 - 2021, 2021 and beyond)
<a href="#">1009330:</a>	Creative Writing 2 (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 - 2021, 2021 and beyond)
<a href="#">1001310:</a>	English 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1001340:</a>	English 2 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">7912060:</a>	Access Informal Geometry (Specifically in versions: 2014 - 2015 (course terminated))
<a href="#">7912070:</a>	Access Liberal Arts Mathematics (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 - 2019, 2019 and beyond)
<a href="#">7912080:</a>	Access Algebra 1A (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 - 2019, 2019 and beyond)
<a href="#">7912090:</a>	Access Algebra 1B (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 - 2019, 2019 and beyond)
<a href="#">7920015:</a>	Access Biology 1 (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 and beyond)
<a href="#">7920020:</a>	Access Earth/Space Science (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 and beyond)
<a href="#">7920025:</a>	Access Integrated Science 1 (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 and beyond)
<a href="#">1501380:</a>	Personal Fitness Trainer (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">7910111:</a>	Access English 1/2 (Specifically in versions: 2014 - 2015, 2015 - 2018 (course terminated))
<a href="#">7915015:</a>	Access Health Opportunities Through Physical Education 9-12 (Specifically in versions: 2014 - 2015, 2015 - 2017, 2017 - 2018, 2018 and beyond)
<a href="#">2109315:</a>	World History for Credit Recovery (Specifically in versions: 2015 - 2022, 2022 and beyond)
<a href="#">2105355:</a>	Philosophy Honors: Ethics (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">2000315:</a>	Biology 1 for Credit Recovery (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">2000500:</a>	Bioscience 1 Honors (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">2002405:</a>	Integrated Science 1 for Credit Recovery (Specifically in versions: 2014 - 2015, 2015 - 2020 (course terminated))
<a href="#">2002425:</a>	Integrated Science 2 for Credit Recovery (Specifically in versions: 2014 - 2015, 2015 - 2020 (course terminated))
<a href="#">0300338:</a>	Dance Celebration for Students of Mixed Mobilities (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1300340:</a>	Music of the World (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1302355:</a>	Marching Band (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">0400407:</a>	Technical Theatre: Design and Production for Scenery and Props (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">0400409:</a>	Technical Theatre: Design and Production for Costume, Makeup, and Hair (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">0400700:</a>	Musical Theatre 1 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">0400710:</a>	Musical Theatre 2 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">0101355:</a>	Creating Two-Dimensional Art (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">0101365:</a>	Creating Three-Dimensional Art (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">0101440:</a>	Fine Craft Studio Art 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">0101450:</a>	Fine Craft Studio Art 2 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1200315:</a>	Algebra 1 for Credit Recovery (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">0108370:</a>	Digital Art Imaging 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">0108380:</a>	Digital Art Imaging 2 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1200375:</a>	Algebra 1-A for Credit Recovery (Specifically in versions: 2014 - 2015, 2015 and beyond)
<a href="#">1200385:</a>	Algebra 1-B for Credit Recovery (Specifically in versions: 2014 - 2015, 2015 and beyond)
<a href="#">1206315:</a>	Geometry for Credit Recovery (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1001315:</a>	English 1 for Credit Recovery (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1001345:</a>	English 2 for Credit Recovery (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1002305:</a>	English 1 Through ESOL for Credit Recovery (Specifically in versions: 2014 - 2015, 2015 - 2020 (course terminated))
<a href="#">1002315:</a>	English 2 Through ESOL for Credit Recovery (Specifically in versions: 2014 - 2015, 2015 - 2020 (course terminated))
<a href="#">0711800:</a>	Florida's Preinternational Baccalaureate Mandarin Chinese 1 (Specifically in versions: 2015 - 2022, 2022 and beyond)
<a href="#">0711810:</a>	Florida's Preinternational Baccalaureate Mandarin Chinese 2 (Specifically in versions: 2015 - 2022, 2022 and beyond)

<a href="#">0708800:</a>	Florida's Preinternational Baccalaureate Spanish 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">0708810:</a>	Florida's Preinternational Baccalaureate Spanish 2 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">0705390:</a>	Florida's Preinternational Baccalaureate - Italian 1 (Specifically in versions: 2014 - 2015, 2015 and beyond)
<a href="#">0705391:</a>	Florida's Preinternational Baccalaureate - Italian 2 (Specifically in versions: 2014 - 2015, 2015 and beyond)
<a href="#">0716300:</a>	Turkish 1 - Novice Low – Novice High (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">0716310:</a>	Turkish 2 - Intermediate Low – Intermediate Mid (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1305400:</a>	Music Ensemble 1 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1305410:</a>	Music Ensemble 2 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1305500:</a>	Music Techniques 1 (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">1006375:</a>	Social Media 1 (Specifically in versions: 2014 - 2015, 2015 - 2021, 2021 and beyond)
<a href="#">2104350:</a>	Engaged Citizenship through Service-Learning 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">2104360:</a>	Engaged Citizenship through Service-Learning 2 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">1002381:</a>	Developmental Language Arts Through ESOL (Reading) (Specifically in versions: 2014 - 2015, 2015 and beyond)
<a href="#">0715305:</a>	Language and Literature for International Studies 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">0715315:</a>	Language and Literature for International Studies 2 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">7910115:</a>	Fundamental English 1 (Specifically in versions: 2013 - 2015, 2015 - 2017 (course terminated))
<a href="#">7910120:</a>	Access English 1 (Specifically in versions: 2013 - 2015, 2015 - 2017, 2017 - 2018, 2018 and beyond)
<a href="#">7910125:</a>	Access English 2 (Specifically in versions: 2013 - 2015, 2015 - 2017, 2017 - 2018, 2018 and beyond)
<a href="#">7921035:</a>	Fundamental United States History (Specifically in versions: 2013 - 2015, 2015 - 2017 (course terminated))
<a href="#">7921040:</a>	Fundamental Economics (Specifically in versions: 2013 - 2015, 2015 - 2017 (course terminated))
<a href="#">7921045:</a>	Fundamental United States Government (Specifically in versions: 2013 - 2015, 2015 - 2017 (course terminated))
<a href="#">7921030:</a>	Fundamental World History (Specifically in versions: 2013 - 2015, 2015 - 2017 (course terminated))
<a href="#">1207300:</a>	Liberal Arts Mathematics 1 (Specifically in versions: 2014 - 2015, 2015 and beyond)
<a href="#">0713800:</a>	Florida's Preinternational Baccalaureate Portuguese 1 (Specifically in versions: 2014 - 2015, 2015 - 2017 (course terminated))
<a href="#">0713810:</a>	Florida's Preinternational Baccalaureate Portuguese 2 (Specifically in versions: 2014 - 2015, 2015 - 2017 (course terminated))
<a href="#">1503315:</a>	Basketball 2 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">2100460:</a>	Eastern and Western Heritage Honors (Specifically in versions: 2014 - 2015, 2015 - 2017, 2017 - 2022, 2022 and beyond)
<a href="#">7912065:</a>	Access Geometry (Specifically in versions: 2015 and beyond)
<a href="#">1007305:</a>	Speech 1 (Specifically in versions: 2014 - 2015, 2015 - 2019, 2019 - 2021, 2021 and beyond)
<a href="#">0900305:</a>	Humanities 1 Honors (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">0104335:</a>	Drawing 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">0104365:</a>	Painting 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">0102305:</a>	Ceramics/Pottery 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">7921027:</a>	Access World History (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 and beyond)
<a href="#">0900315:</a>	Humanities 2 Honors (Specifically in versions: 2014 - 2015, 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">2100335:</a>	African-American History (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">0719300:</a>	Creek 1 (Specifically in versions: 2014 - 2015, 2015 - 2022, 2022 and beyond)
<a href="#">7912075:</a>	Access Algebra 1 (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 - 2019, 2019 and beyond)
<a href="#">7915020:</a>	Access Personal Fitness (Specifically in versions: 2015 - 2018, 2018 and beyond)
<a href="#">7967015:</a>	Access Drawing 1 (Specifically in versions: 2015 - 2018, 2018 and beyond)
<a href="#">7967025:</a>	Access Two-Dimensional Studio Art 1 (Specifically in versions: 2015 - 2018, 2018 and beyond)
<a href="#">0720300:</a>	Elaponke 1 (Specifically in versions: 2015 - 2022, 2022 and beyond)
<a href="#">0300305:</a>	Introduction to Dance (Specifically in versions: 2015 - 2022, 2022 and beyond)
<a href="#">1300350:</a>	Introduction to Music Performance (Specifically in versions: 2015 and beyond)
<a href="#">2100336:</a>	African-American History Honors (Specifically in versions: 2015 - 2022, 2022 and beyond)
<a href="#">2100405:</a>	Holocaust History Honors (Specifically in versions: 2015 - 2022, 2022 and beyond)
<a href="#">2100365:</a>	African History Honors (Specifically in versions: 2015 - 2022, 2022 and beyond)
<a href="#">1400340:</a>	Peers as Partners in Learning (Specifically in versions: 2015 - 2022, 2022 and beyond)
<a href="#">2400320:</a>	Leadership Strategies Honors (Specifically in versions: 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">2400330:</a>	Approaches to Leadership Honors (Specifically in versions: 2015 - 2020, 2020 - 2022 (current), 2022 and beyond)
<a href="#">7920022:</a>	Access Physical Science (Specifically in versions: 2016 - 2018, 2018 and beyond)
<a href="#">7912095:</a>	Access Algebra 2 (Specifically in versions: 2016 - 2018, 2018 - 2019, 2019 and beyond)
<a href="#">2001341:</a>	Environmental Science Honors (Specifically in versions: 2016 - 2022, 2022 and beyond)
<a href="#">1200387:</a>	Mathematics for Data and Financial Literacy (Specifically in versions: 2016 - 2022, 2022 and beyond)
<a href="#">2001330:</a>	Meteorology Honors (Specifically in versions: 2016 - 2019, 2019 - 2022, 2022 and beyond)
<a href="#">2100345:</a>	Great Men and Women of Color Who Shaped World History (Specifically in versions: 2017 - 2022, 2022 and beyond)
<a href="#">2104310:</a>	Examining the African American Experience in the 20th Century (Specifically in versions: 2017 - 2022, 2022 and beyond)
<a href="#">0200305:</a>	Computer Science Discoveries (Specifically in versions: 2018 - 2019, 2019 - 2022, 2022 and beyond)
<a href="#">0200315:</a>	Computer Science Principles (Specifically in versions: 2018 - 2019, 2019 - 2022, 2022 and beyond)
<a href="#">2106410:</a>	Humane Letters 1 - History (Specifically in versions: 2019 - 2022, 2022 and beyond)
<a href="#">1005345:</a>	Humane Letters 1 - Literature (Specifically in versions: 2019 and beyond)
<a href="#">0400545:</a>	Voice and Diction 2 (Specifically in versions: 2020 - 2022 (current), 2022 and beyond)

## Related Access Points

Access Points Number	Access Points Title
<a href="#">LAFS.910.SL.1.AP.1a:</a>	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1b:</a>	Summarize points of agreement and disagreement within a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1c:</a>	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
<a href="#">LAFS.910.SL.1.AP.1d:</a>	Work with peers to set rules for collegial discussions and decision making.
<a href="#">LAFS.910.SL.1.AP.1e:</a>	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
<a href="#">LAFS.910.SL.1.AP.1f:</a>	Engage appropriately in discussion with others who have a diverse or divergent perspective.

## Related Resources

### Lesson Plans

Name	Description
<a href="#">Gr 9-12 Adaptations in Everglades Ecosystems, Lesson 1: Living on the Edge :</a>	Students will be able to distinguish among the types of mangroves common to Florida and understand their zonation within the coastal community. They will also be able to describe how mangroves, as an essential biotic component, help stabilize the coastline and protect it from erosion and storm surges. Lastly, students will provide argumentation supported by evidence for the protection of mangroves.
<a href="#">Gr 9-10 Adaptations in Everglades Ecosystems, Lesson 2: Design A Perfect Beast:</a>	Students will be able to identify abiotic and biotic factors of an assigned Everglades ecosystem, discuss how these factors influence adaptations, and identify structural and behavioral adaptations that help organisms survive in their ecosystem.
<a href="#">Gr 9-12 Adaptations in Everglades Ecosystems, Lesson 3: Crossing Lines:</a>	Students will be able to explain the concepts of ecotone and edge effect and describe how the edge effect relates to biological diversity in a watershed.
<a href="#">Gr 9-12. Environmental Factors of the Everglades, Lesson 3: Survival:</a>	Students will learn about Everglades ecosystems as they "travel" through the plant communities of the Everglades watershed.
<a href="#">Analyzing Political Cartoons:</a>	The decisions students make about social and political issues are often influenced by what they hear, see, and read in the news. For this reason, it is important for them to learn about the techniques used to convey political messages and attitudes. In this lesson, high school students learn to evaluate political cartoons for their meaning, message, and persuasiveness. Students will learn about the artistic techniques cartoonists frequently use, and, for the summative project, will create their own political cartoon, analyze it, and give a presentation on their illustration.
<a href="#">Got Bull?:</a>	This MEA is a genetics based lesson for upper level biology students. Students will review the data on several bulls and help a client choose the best bulls to begin a new cattle operation.
<a href="#">Comparing Irony: The Gift of the Magi--Lesson 3 of 3:</a>	This lesson is the third in a series of three based on O. Henry's short story "The Gift of the Magi." The previous lessons provide instruction in using context clues to determine word meanings and in analyzing the significance of literary devices in a short story. In this final lesson, students will apply their knowledge of context clues from lesson one while also working to analyze irony across two texts, "The Gift of the Magi" and "The Shivering Beggar," a poem by Robert Graves.
<a href="#">Analyzing Elements of Fiction: The Gift of the Magi--Lesson 2 of 3:</a>	In this lesson, students will analyze the contribution of point of view, setting, allusion, plot, and irony to the development of theme in O. Henry's classic short story, "The Gift of the Magi." Students will write an extended paragraph explaining how one device contributes to the theme. This lesson is the second in a series of three based on "The Gift of the Magi." The previous lesson provides instruction in using context clues to determine word meaning.
<a href="#">An Abridged Hero: The Archetypal Hero's Journey in Novella, Poem, and Music Video Form:</a>	The hero's journey is still an archetypal plot structure found in modern novels and can also be found in popular poetry and music. After students have read the novella Anthem, they will examine the poem "Invictus" and the lyrics and music video for "Run Boy Run" for elements of the Hero's Journey. Students will work collaboratively to decide whether or not all aspects of the hero's journey are demonstrated efficiently in this variety of sources. Student worksheets, answer keys, and a writing rubric are included with the lesson.
<a href="#">To The Limit:</a>	"To The Limit" MEA has students identify several factors that can affect a population's growth. Students will examine photos to list limiting factors and discuss their impact on populations. As a group they will develop a solution to minimize the impact of pollution on fish population.
<a href="#">Someone is Always Watching You:</a>	In this lesson, students will read, paraphrase, and summarize an article that explores the benefits as well as the pitfalls of the unblinking, all-seeing basilisk gaze of extraordinary technology.
<a href="#">One rotten apple spoils the bunch! An Argument Analysis of Disney's Guest Assistance Card Program:</a>	In this lesson, students will conduct several close readings of the news article "Parents: Disney Policy Targeting Faux Disabled Punishes Truly Disabled Kids" by Jason Garcia. For the first close reading, students will focus on selected academic vocabulary. In the second reading, students will analyze the claims being made in the article, focusing on the validity of each claim being made. During the final close reading, students will analyze the arguments being presented, choose a side, and participate in a Philosophical Chair discussion. In the summative assessment, students will write a three paragraph argument in the form of a letter to the Disney corporation.
<a href="#">Close Reading: Monster or Not? Three Excerpts from Frankenstein:</a>	In this lesson, students will conduct close readings of several extended text excerpts from Frankenstein in which the creature is the narrator. The students will utilize a text-coding strategy during the first reading of the text and follow up with an analysis of selected vocabulary words from the text. During the second close reading, students will answer text-dependent questions about the text that focus on how the creature changes and what causes those changes. Students will then participate in a Socratic Seminar. As a summative assessment for the lesson, students will write extended paragraph responses for three questions.



In this lesson, students will embark upon a journey of espionage and inquire how the rights of one can become a barrier for the greater good of a nation.

[Privacy: A Matter of National Security?:](#)

Students will read two informational texts about former NSA agent Edward Snowden. This close reading activity will require students to use textual support, reasoning and relevancy of the text, and analyze an author's claims to engage in discourse through Philosophical Chairs. Students will also synthesize the arguments, information, and claims within the text to write an essay proving that Snowden is either a hero or a traitor.

[A Biography Study: Using Role-Play to Explore the Lives of Authors:](#)

Dramatizing life stories provides students with an engaging way to become more critical readers and researchers. In this lesson, students select American authors to research, create timelines, and write bio-poems. Then, they collaborate with other students in small groups to design and perform a 'panel of authors' presentation in which they role-play as their authors. The final project requires each student to synthesize information about his or her author in an essay. There are tons of additional links and resources included in this lesson plan!

[Teaching Plot Structure through Short Stories:](#)

There's more to plot than identifying the series of events in a story. After viewing a PowerPoint presentation on plot structure, students will read and analyze the plots of three different short stories (as a class, in small groups, and individually). Then, they will use an online interactive plot structure tool to diagram the plot lines. This lesson also includes a writing assessment with rubric.

[Close Reading Exemplar: 1984:](#)

Students often have difficulty envisioning and making sense of a story that is set in a markedly different time or circumstance than their own. This two-day activity introduces students to the dystopian society of 1984 by George Orwell. By analyzing Orwell's carefully chosen words, details, repetitions, and characterizations in these first few pages, students can construct a strong understanding of some of the key features of this society that will give them a solid framework for comprehending the rest of the novel. Doing this kind of close reading work also reinforces to students that authors do not randomly select the details they include in a text; they choose words carefully to create a mood or construct a particular image of a character or place in a reader's mind. The overriding question that students should be able to answer at the end of this exercise is: What can we understand about Winston Smith and the society he lives in based on the descriptive details George Orwell includes in the first few pages of 1984?

[Analyzing Logos, Ethos, Pathos in "The Meaning of July Fourth for the Negro":](#)

This lesson supports the implementation of the Florida Standards in the 9-10 classroom. It includes a copy of the text, a student activity handout, and links for background information and definitions of key terms. The purpose of this lesson is for students to read, understand, and analyze a speech through close reading and scaffolded learning tasks. At the conclusion of the lesson, students will write an essay that prompts them to use textual evidence to support their analysis of the claim Douglass makes in his speech "The Meaning of July Fourth for the Negro."

[Language of Letters: Analyzing the Change in Diction and Syntax from Civil War Times to the Present:](#)

This lesson includes a close-reading and text-marking activity using two soldiers' letters, one from the Civil War and one from the Afghanistan War. Students will discover by looking at word choice and sentence structure how language styles have changed over time. After the reading lesson, students will write two RAFTs in the style of the times to show their understanding.

[Developing Persuasive Arguments Through Ethical Inquiry: Two Prewriting Strategies:](#)

This lesson teaches students to use two prewriting strategies related to ethical inquiry to strengthen the persuasive elements of their writing. Students then write a persuasive letter using what they have learned and engage in peer review prior to publication. All worksheets, handouts, rubrics, and answer keys are provided.

[Paying Attention to Technology: Exploring a Fictional Technology:](#)

From the resource:  
"From personal computers to the latest electronic gadgetry for the home or entertainment, Americans seem to have fallen in love with just about anything that will make our high-tech lifestyles more comfortable, convenient, and enjoyable. Students first complete a survey to establish their beliefs about technology before using a literary elements map to explore the role of a fictional technology in a novel such as 1984, Brave New World, Fahrenheit 451, REM World, or Feed. Next, students discuss and debate what they believe the story's author is saying about technology. By exploring the fictional technology, students are urged to think more deeply about their own beliefs and to pay attention to the ways that technology is described and used. This lesson plan can also be completed with short stories, video games, films, and other fictional resources that examine issues related to science and technology and their possible effects on society."

[Exploring Voice in Poetry:](#)

Students will explore poetic expression, both written and spoken, and evaluate its significance as a medium for social commentary. Students will also examine literary devices including metaphor, simile, symbolism, and point of view.

[A Collaboration of Sites and Sounds Using Wiki to Catalog Protest Songs:](#)

Protest songs serve as a means to combat social ills and cover a wide array of topics, including racism, sexism, poverty, imperialism, environmental degradation, war, and homophobia. This lesson makes a connection to popular culture by asking students to work in pairs to research and analyze contemporary and historic protest songs. After learning about wikis, each pair posts their analysis of the protest songs to a class wiki, adding graphics, photos, and hyperlinks as desired. The class then works together to organize the entries. Finally, students listen to all of the protest songs and add information and comments to each other's pages.

This lesson works well with a unit focusing on a piece of literature in which a character(s) actively fights for social, political, or economic justice. For example, this lesson can build on a discussion of the issues that Atticus Finch contends with in To Kill a Mockingbird.

[Happily Ever After? Exploring Character, Conflict, and Plot in Dramatic Tragedy:](#)

How would the story have changed if Romeo had received the letter? This lesson encourages students to pick a turning point in a tragedy and show how the action of the play would have been significantly altered had a different decision been made or a different action taken. Students use a graphic organizer to analyze the plot of the play. They identify a turning point in the play, alter the decision that the characters make, and predict the characters' actions throughout the rest of the play. Students create a plot outline of their altered play and present their new stories to the class. Teachers can test students' content knowledge and understanding of conflicts within the play while also challenging their creativity and their understanding of plot. This lesson focuses on Shakespearean tragedy, but it can be used with any tragedy that students have read or as a book report alternative.

In this lesson (part 2 of 2 in a unit), students will read and analyze literary devices in Shirley Jackson's "The Lottery." Students will practice text-coding the story to note uses of characterization and references to tradition. Students will complete a handout where they will analyze how Jackson creates suspense through the use of setting, imagery,

[Creating Suspense Lesson 2: Analyzing Literary Devices in "The Lottery":](#)

diction, and foreshadowing. Students will also compare/contrast a short (ten minute) film version of "The Lottery" to Jackson's story. Students will also participate in a Socratic Seminar covering topics such as Jackson's use of irony, tone, theme, and symbolism. For the summative assessment, students will write an essay comparing and contrasting Edgar Allan Poe's use of suspense with Jackson's, making a claim as to which author more successfully creates a suspenseful mood.

["Greek Mythology Version 2.0: To Be or Not to Be an Epic Hero?":](#)

In this second lesson out of a three lesson unit, students will be able to continue analyzing the different characteristics that make a Greek Hero as they read books 1-10 of The Odyssey. On a more macro level, students will be able to analyze characteristics by looking at the ways in which characters are developed through the decisions they make and/or fail to make. The student handouts with all of the activities and links to the story are provided.

[Creating Suspense Lesson 1: Analyzing Literary Devices in Poe's "The Masque of the Red Death":](#)

In this lesson, students will read and analyze literary devices used in Edgar Allan Poe's "The Masque of the Red Death." They will read the first part of the story with support and modeling from the teacher, the next part in small groups, and the final section on their own. Students will examine Poe's use of imagery, foreshadowing, simile, personification, symbolism, and characterization. Students will also use various strategies to determine the meaning of selected vocabulary within the context of the story, as well as work to identify word choices that evoke a sense of time and place for the setting of the story. In the summative assessment, students will be able to explain how Poe creates suspense in his story, and they will be able to determine a theme from the story with support from the text.

[From Aesop to Steinbeck-- Lesson 3: TIQA TIQA Writing, Supporting, and Proving Theme Statements:](#)

The overarching goal of this series of three lessons is for ninth-grade students to be able to **read for subtext** in works of literature, write their own theme statements, provide text-based supporting details and a thorough analysis, proving their theme statements. Lesson One has students receive instruction and practice with writing theme statements and including primary support details. Students will use a series of three texts from Aesop's Fables. Lesson two presents students with a longer and more challenging children's story titled One. Students will draft their own theme statements and support and analyze the text using a literary analysis paragraph structure titled TIQA.

**\*Finally, lesson three culminates with students using their assigned fiction novel Of Mice and Men, and writing a TIQA TIQA paragraph, a longer literary analysis paragraph supported not only with textual evidence and/or quotes, but also with strong literary analysis.**

Through collaborative discussions and repeated reading, responding, writing and analyzing, students will learn to consistently craft correct theme statements and support them with relevant textual details and analysis.

\*The bolded section is relevant only to this lesson, the third in a series of three.

[Cleaning Up Your Act:](#)

Cleaning Up Your Act Model Eliciting Activity (MEA) provides students with a real world engineering problem in which they must work as a team to design a procedure to select the best material for cleaning up an oil spill. The main focus of this MEA is to recognize the consequences of a catastrophic event, and understand the environmental and economical impact based on data analysis. Students will conduct individual and team investigations in order to arrive at a scientifically sound solution to the problem.

[Ethos, Pathos, and Logos \(Part 2\): Statement Analysis:](#)

This is the second lesson of a three-lesson unit on rhetoric and persuasion techniques. It is technology intensive.

[From Aesop to Steinbeck-- Lesson 2: TIQA Writing, Supporting, and Proving Theme Statements:](#)

The overarching goal of this series of three lessons is for ninth-grade students to be able to read works of literature, write their own theme statements and provide text-based supporting details and thorough analysis proving their theme statements. Lesson One includes instruction and practice with writing theme statements and including primary support details with a series of three texts from Aesop's Fables. **\*Lesson two presents students with a longer and more challenging children's story titled One. Students will draft their own theme statements and support and analyze the text using a literary analysis paragraph structure titled TIQA\***. Finally, lesson three has students returning to Aesop's Fables and writing a TIQA paragraph, a longer literary analysis paragraph supported by not only textual evidence or quotes, but also strong literary analysis. Through collaborative discussions and repeated reading, responding, writing and analyzing, students will learn to consistently craft correct theme statements and support them with relevant textual details and analysis.

\*The bolded section is relevant only to this lesson, which is the 2nd in a series of 3.

[Energy Resources and Anthropogenic Effects on the Environment:](#)

The term "anthropogenic" describes something that is caused by human activity. Today we will focus on how our "throw-away" consumer lifestyle has detrimentally affected the environment, and we will look at possible solutions to preventing more harm to the environment and society.

[Ethos, Pathos, and Logos \(Part 1\): Rhetorical Appeals used in Commercials:](#)

This lesson is one of three included in a unit that addresses rhetorical appeals. In lesson one, students will examine ethos, pathos and logos used in advertisements.

[From Aesop to Steinbeck-- Lesson 1: Writing Theme Statements and Including Supporting Details:](#)

The overarching goal of this series of three lessons is for ninth-grade students to be able to read works of literature, write their own theme statements, provide text-based supporting details/evidence, and thorough analysis, proving their theme statements. **\*Lesson One includes instruction and practice with writing theme statements and including primary supporting details with a series of three texts from Aesop's Fables.\*** Lesson two presents students with a longer and more challenging children's story titled One. Students will draft their own theme statements and support and analyze the text using a literary analysis paragraph structure titled TIQA. Finally, lesson three has students returning to Aesop's Fables and writing a TIQA paragraph, a longer literary analysis paragraph supported not only by textual evidence or quotes, but also including strong literary analysis. Through collaborative discussions and repeated reading, responding, writing and analyzing, students will learn to consistently craft correct theme statements and support them with relevant textual details and analysis.

\*The bolded section is relevant only to this lesson, the first in a series of three.

<a href="#">It Works: Peer Review for the Collaborative Classroom:</a>	In this four day lesson, students collaborate and connect to writing by learning how to constructively review the work of their peers. Using a structured reciprocal teaching method, students will read, revise, outline logic, and evaluate the work of their peers while working collaboratively in teams.
<a href="#">Analyzing Night by Elie Wiesel Using a Socratic Seminar:</a>	This lesson uses a Socratic Seminar to deepen students' understanding of the text Night by Elie Wiesel. Students will use textual evidence during the discussion and in writing an objective summation of the memoir.
<a href="#">Not Your Analogue Research Paper:</a>	In this lesson, students will research different genocides in history through internet based investigation. Through the selection of appropriate and fully developed facts and applicable multimedia images, they will synthesize and organize their information into a Padlet "Web Wall" that will showcase their research in digital form. The lesson will wrap up with students previewing the work of their peers, and will culminate in a Socratic Seminar discussion on genocide. This lesson can be used as a follow up to the completion of students reading Night by Elie Wiesel.
<a href="#">Sold: Meeting the Victims of Trafficking - Lesson 1:</a>	In this lesson, students will read and write about the social, economic, and political effects of human trafficking. Students will be expected to annotate various texts, work collaboratively in groups, and demonstrate their understanding of the texts read by citing evidence to support a written summary.
<a href="#">Does Choice or Chance Determine our Destiny? A Four Day CIS Lesson with Frost and Shakespeare:</a>	In this 4 day lesson, students will be completing a comprehension instructional sequence (CIS). Using Robert Frost's "The Road not Taken" and Shakespeare's "The Seven Ages of Man," students will read, code text, decode difficult vocabulary, and engage in deep academic discussion regarding both authors' views on fate. At the end of the lesson, students will complete an extended writing assignment using the knowledge built from the previous 3 days.
<a href="#">An Introduction with Death: A Close Reading of the Prologue from The Book Thief by Markus Zusak:</a>	In this lesson, students will conduct several close readings of an excerpt from the prologue of The Book Thief by Markus Zusak. For the first close reading, students will focus on identifying the narrator and select academic vocabulary. In the second reading, students will analyze different examples of figurative language within the prologue. They will focus on how the word choices impact the tone of the novel and what effect it has on the reader. During the final close reading, students will explore the persona of the narrator. The summative assessment is a two-paragraph writing assignment which will require students to discuss how Zusak's use of figurative language enhances the story. Students will also examine how the structure of the text sets the tone for the rest of the novel.
<a href="#">Character Analysis of "Two Thanksgiving Day Gentlemen":</a>	In this lesson, students will read the O. Henry short story "Two Thanksgiving Day Gentlemen." Through scaffold learning tasks, the students will analyze the two main characters and their interactions throughout the story. Students will practice using various strategies to determine the meaning of unfamiliar words in context. Students will also analyze the author's word choice, including his use of figurative language, and its impact on the tone of the story. These activities will build toward students' participation in a Socratic Seminar as the summative assessment for the lesson. The text of the story, reading comprehension questions, a teacher guide to assist with discussion, a vocabulary handout, and Socratic Seminar questions are all included within the lesson.
<a href="#">Essential Liberty v. Temporary Safety:</a>	In this lesson, students will explore the concepts of individual rights and freedoms as opposed to the good of society using currently relevant topics. Students will participate in small-group and teacher-led discussions, research, collaboration, and debate to gain understanding and to present their findings and conclusions, supported by evidence, about the issues and implications of their assigned topics. Supporting materials will enable the teacher to guide students to consider, explore, and respond to the guiding question of whether it's appropriate in a democratic society to give up essential liberties for temporary safety.
<a href="#">Previewing Texts and Themes with Wordles:</a>	The purpose of this lesson is to allow students to use Wordles and background knowledge to make predictions about the short story "Harrison Bergeron." Students will then read the story, participate in small and whole group discussions, and answer specific, text-dependent questions in order to broaden their understanding of the term "handicapped." Finally, students will create their own word cloud about "Harrison Bergeron" to show their understanding of theme(s) that the author conveys in the story.
<a href="#">What You Say: Language Context Matters:</a>	In this lesson students will analyze three texts (Amy Tan's "Mother Tongue," Richard Rodriguez's "Se Habla Espanol," and Zora Neale Hurston's "How it Feels to be Colored Me") looking at language, tone, and style. Students will be scaffolded through use of graphic organizers and a Socratic Seminar to culminate in an essay about tone.
<a href="#">Who is A.A.A.'s Hero?:</a>	In this lesson, students will use meta-cognitive skills, read multiple texts, conduct online research, brainstorm ideas, and analyze and synthesize information. Students will also practice the arts of note-taking, writing concise and informative summaries, and collaborating with peers. In addition, students will be encouraged to use their curiosity to dig for information related to <b>Africa's Anti-Apartheid (A.A.A.) movement and the hero who saved them.</b>

## Teaching Ideas

Name	Description
<a href="#">Are People Free?: Using a Discussion Web to Engage in Meaningful Collaboration:</a>	This teaching idea addresses the pros and cons of discussion by analyzing the concept of utopia in a satire. Students collaborate in small groups to create a Discussion Web that addresses the question, "Are people equal?" Students engage in meaningful discussions analyzing all sides of their initial response, form a consensus, and present it to the class. Students then read "Harrison Bergeron" by Kurt Vonnegut, Jr. and use supporting details to complete another Discussion Web that examines whether or not the people in the story are equal. Web-based graphic organizers, assessments, and extension activities are included.
<a href="#">Choosing the Best Verb: An Active and Passive Voice Minilesson:</a>	This mini-lesson explores verb choice in formal writing using a variety of online resources. Students draw conclusions about verb usage while working with their peers, using graphic organizers, checking for active and passive voice, and making necessary revisions. A lot of great web resources are provided in this teaching idea!
<a href="#">Literary Pilgrimages: Exploring the Role of Place in Writers' Lives and Works:</a>	How do places and experiences affect writers' lives and works? Is where a writer comes from relevant to reading their work? In this lesson, students consider the power of place in their own lives, research the life of a writer, and develop travel brochures and annotated maps representing the significance of geography in a writer's life. Students use an online chart to match the character traits of a character in a book they are reading with specific

<a href="#">Become a Character: Adjectives, Character Traits, and Perspective:</a>	actions the character takes. Students then work in pairs to "become" one of the major characters in a book and describe themselves and other characters, using Internet reference tools to compile lists of accurate, powerful adjectives supported with details from the reading. Students read each other's lists of adjectives and try to identify who is being described.
<a href="#">Mark Twain's Hannibal:</a>	This is a resource looking at life on the Mississippi River during the time period of Mark Twain. Students will learn to evaluate the reliability of primary sources while scaffolding their knowledge of the time period.
<a href="#">Student Centered Comprehension Strategies: Night by Elie Wiesel:</a>	Students will use teaching strategies as they read and discuss Holocaust survivor Elie Wiesel's memoir Night. Everyone in the classroom takes a turn assuming the "teacher" role in a reciprocal teaching activity, as the class works with four comprehension strategies: predicting, question generating, summarizing, and clarifying.
<a href="#">Dark Materials: Reflecting on Dystopian Themes in Young Adult Literature:</a>	Are today's young adult novels darker in theme than in years past? What's behind the current wave of dystopia in young adult literature? In this teaching idea, students reflect on some of the reasons dystopian and post-apocalyptic stories appeal to young readers by engaging in one of six different activities.

## Tutorial

Name	Description
<a href="#">Using Literature Circles :</a>	This web resource is a step-by-step guide to using Literature Circles in the classroom. While a specific lesson plan is not included, it is a clear guide for anyone wishing to incorporate this discussion strategy in the classroom.

## Unit/Lesson Sequences

Name	Description
<a href="#">Sample English 2 Curriculum Plan Using CMAP:</a>	<p>This sample English II CMAP is a fully customizable resource and curriculum-planning tool that provides a framework for the English II course. This CMAP is divided into 14 English Language Arts units and includes every standard from Florida's official course description for English II. The units and standards are customizable, and the CMAP allows instructors to add lessons, class notes, homework sheets, and other resources as needed. This CMAP also includes a row that automatically filters and displays e-learning Original Student Tutorials that are aligned to the standards and available on CPALMS.</p> <p>Learn more about the sample English II CMAP, its features, and its customizability by watching this video:</p> <p><a href="#">Sample English 2 Curriculum Plan Using CMAP:</a></p> <h3>Using this CMAP</h3> <p>To view an introduction on the CMAP tool, please <a href="#">click here</a>.</p> <p>To view the CMAP, click on the "Open Resource Page" button above; be sure you are logged in to your iCPALMS account.</p> <p>To use this CMAP, click on the "Clone" button once the CMAP opens in the "Open Resource Page." Once the CMAP is cloned, you will be able to see it as a class inside your iCPALMS My Planner (CMAPs) app.</p> <p>To access your My Planner App and the cloned CMAP, click on the iCPALMS tab in the top menu.</p> <p>All CMAP tutorials can be found within the iCPALMS Planner App or at the following URL: <a href="http://www.cpalms.org/support/tutorials_and_informational_videos.aspx">http://www.cpalms.org/support/tutorials_and_informational_videos.aspx</a></p>
<a href="#">Things That Are: Making Choices:</a>	Things That Are features a mystery: How can a 17-year-old girl who is blind and learning how to deal with her disability help an elusive fugitive wanted by the Federal Bureau of Investigation (FBI)? In this unit, students learn how this teen manages her own life, including finding her way in the community, keeping on top of school work, and, more importantly, nurturing a special relationship, as they work to cite textual evidence to support text analysis, participate in collaborative discussions to determine and analyze its theme and how complex characters are developed, and give a presentation of their findings and supporting evidence.
<a href="#">An Exploration of Romanticism Through Art and Poetry :</a>	Students use art and poetry to explore and understand the major historical, societal, and literary characteristics of the Romantic period in eight high-interest, collaborative lessons. After reviewing paintings from the Romantic Period and using William Wordsworth's poetry, students write an essay showing their understanding of Romanticism.
<a href="#">A Biography Study: Using Role Play to Explore Authors' Lives:</a>	Dramatizing life stories provides students with an engaging way to become more critical readers and researchers. In this lesson, students select American authors to research, create timelines and biopoems, and then collaborate in teams to design and perform a panel presentation in which they role-play as their authors. The final project requires each student to synthesize information about his or her author in an essay.



