

Format For Correlation to Georgia Quality Core Curriculum

Subject Area: Language Arts Grades 9–12

State-Funded Course: American Literature and Composition

Textbook Title: *Dark Days: America's Great Depression*

Publisher: Perfection Learning Corporation

Objective (Cite Number)	Component Strand/Course Content Standard	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
26.	<p>Critical Thinking Invents solutions to problems using thinking techniques (e.g., metaphors, analogies, models, brainstorming, and role-playing).</p>	<p><i>Note: Page numbers cited are examples of where criteria are met. Most criteria are addressed throughout the program.</i></p> <p>Student Book: pp. 3, 6-8, 19-54, 55-96 Teacher Guide: pp. 10-19, 21-31</p>
28.	<p>Reading/Literature Recognizes different purposes and methods of writing; identifies a writer's tone and point of view.</p>	<p>Student Book: pp. 20-23, 28-43, 56-59, 60-67, 125-128, 130-138 Teacher Guide: pp. 13, 15, 24, 25, 49, 50</p>
29.	<p>Reads, discusses, and analyzes American literature representing diversity (e.g., gender, ethnicity).</p>	<p>Student Book: pp. 44-51, 52-53, 104-109, 122-123 Teacher Guide: pp. 16, 17, 37, 48</p>
30.	<p>Writes and speaks critically about literature.</p>	<p>Teacher Guide: pp. 18-19, 31-32, 41-42, 45-46, 53</p>
31.	<p>Applies knowledge of literary terms to works of literature.</p>	<p>Student Book: pp. 20-23, 28-43, 56-59, 60-67, 125-128, 130-138 Teacher Guide: pp. 13, 15, 24, 25, 49, 50</p>
32.	<p>Develops an understanding of the effect of history on American literature (e.g., literary movements and periods).</p>	<p>The entire anthology documents the causes & effects of the Depression through literary selections. Student Book: pp. 3-142 Teacher Guide: pp. 2-59</p>

Objective (Cite Number)	Component Strand/Course Content Standard	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
33.	Understands major cultural, religious, philosophical, and political influence on the literature of a given period or culture.	<p><i>Note: Page numbers cited are examples of where criteria are met. Most criteria are addressed throughout the program</i></p> <p>Student Book: pp. 3-17 Teacher Guide: pp. 8-9</p>
37.	<p>Speaking/Listening Conceives and develops ideas about a topic for the purpose of speaking to a group, chooses and organizes related ideas, presents them clearly, and evaluates similar presentations by others.</p>	<p>Teacher Guide: pp. 53-56</p>
43.	<p>Writing/Usage/Grammar Engages in the research process using appropriate print, electronic, and interview sources; cites sources according to a standard style sheet (MLA, APA, or other).</p>	<p>Teacher Guide: pp. 53-56</p>

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Subject Area: Language Arts Grades 9–12

State-Funded Course: Mythology

Textbook Title: *Echoes from Mt. Olympus*

Publisher: Perfection Learning Corporation

Objective (Cite Number)	Component Strand/Course Content Standard	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
26.	Reading/Literature Reads, discusses, and analyzes mythologies representing diverse backgrounds and traditions.	<i>Note: Page numbers cited are examples of where criteria are met. Most criteria are addressed throughout the program.</i> Ancient Greek & Roman mythology is analyzed in-depth throughout the entire student book and teacher guide, focusing on the essential question, “Why does myth endure?” Student Book: pp. 3-142 Teacher Guide: pp. 2-62
27.	Recognizes allusions to mythology.	Knowledge students learn about mythology will enable them to recognize allusions. Student Book: pp. 9-13, 34-39 Teacher Guide: pp. 9, 17, 19-20
28.	Develops effective ways of telling and writing about mythologies using appropriate literary terms.	Student Book: pp. 46, 72, 100 Teacher Guide: pp. 11, 13, 15, 17, 19-20, 28, 29, 31-32, 41, 43-44, 52
29.	Understands the influence of Greek, Roman, and Norse word origins on the English language.	Student Book: pp. 14-16 Teacher Guide: p. 40

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Subject Area: Language Arts Grades 9–12
Composition

State-Funded Course: Multicultural Literature and

Textbook Title: *A Multicultural Reader: Collection Two*

Publisher: Perfection Learning Corporation

Objective (Cite Number)	Component Strand/Course Content Standard	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
27.	Critical Thinking Tests the validity of an assertion by examining the evidence.	<i>Note: Page numbers cited are examples of where criteria are met. Most criteria are addressed throughout the program.</i> Student Book: pp. 83, 151, 219, 283, 357, 431
28.	Reading/Literature Uses reading about other cultures as a means to acquire knowledge.	Student Book: pp. TOC, 4-8 Teacher Guide: pp. 8-9, 15-16
29.	Reads, comprehends, discusses, and analyzes a variety of literature representative of diverse ethnic cultures and traditions.	Student Book: pp. TOC, 4-8, 12-28, 82-83 Teacher Guide: pp. 8-9, 17-21, 29-35
30.	Develops effective ways of telling and writing about multicultural literature, using appropriate literary terms.	Student Book: pp. 82-83, 150-151, 218-219, 282-283, 356-357, 430-431 Teacher Guide: pp. 31, 50-51, 69-70, 90-91, 108-109, 129-130
31.	Recognizes cultural allusions in literature.	Student Book: pp. 195-204, 320-321, 375-401 Teacher Guide: pp. 66, 102, 121
32.	Speaking/Listening Adapts language to various situations and cultures of audience.	Teacher Guide: pp. 135,139

Objective (Cite Number)	Component Strand/Course Content Standard	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
<p>33.</p> <p>34.</p> <p>36.</p> <p>38.</p> <p>40.</p> <p>41.</p> <p>42.</p> <p>43.</p>	<p>Develops ideas about diverse cultural issues, themes, and characters for the purpose of speaking to a group; chooses and organizes related ideas; presents them clearly in standard American English; and evaluates similar presentations by others.</p> <p>Uses appropriate criteria to evaluate the messages and effects of mass media, famous speeches, etc.</p> <p>Writing/Usage/Grammar Understands that English is shaped by social, cultural, and geographic differences.</p> <p>Learns how the English language has been influenced by languages of other cultures, ancient and modern.</p> <p>Adapts writing style to appeal to and persuade audiences of other cultures.</p> <p>Develops creative and imaginative expression in writing (freshness, diction, and voice).</p> <p>Organizes, selects, and relates ideas and develops them into coherent, multi-paragraph compositions.</p> <p>Recognizes sentence syntax of various ethnic cultures.</p>	<p><i>Note: Page numbers cited are examples of where criteria are met. Most criteria are addressed throughout the program.</i></p> <p>Teacher Guide: pp. 135-139</p> <p>Teacher Guide: pp. 135-139</p> <p>Student Book: pp. 184-192, 195-204, 205-217, 218-219 Teacher Guide: pp. 64, 66, 67, 69</p> <p>Student Book: pp. 137-141, 301-306</p> <p>Student Book: pp. 82-83, 150-151, 218-219, 282-283, 356-357, 430-431 Teacher Guide: pp. 31, 50-51, 69-70, 90-91, 108-109, 129-130</p> <p>Student Book: pp. 82-83, 150-151, 218-219, 282-283, 356-357, 430-431 Teacher Guide: pp. 31, 50-51, 69-70, 90-91, 108-109, 129-130</p> <p>Student Book: pp. 82-83, 150-151, 218-219, 282-283, 356-357, 430-431 Teacher Guide: pp. 31, 50-51, 69-70, 90-91, 108-109, 129-130</p> <p>Student Book: pp. 184-192, 195-204, 205-217, 218-219 Teacher Guide: pp. 64, 66, 67, 69</p>
<p>Objective (Cite Number)</p>	<p>Component Strand/Course Content Standard</p>	<p>Where Taught (If print component, cite page number; if non-print, cite appropriate location.)</p>
<p>45.</p>	<p>Recognizes different purposes and methods of writing and identifies a writer's point of view, tone, and other techniques.</p>	<p>Student Book: pp. 55-58, 59-69, 106-107 Teacher Guide: pp. 11-14, 25, 26, 42, 49</p>

46.	Understands that dialect conveys the tone of the narration.	Student Book: pp. 252-258, 282-283 Teacher Guide: pp. 84, 89
47.	Reading/Literature Judges multicultural literature on the basis of personal response and literary analysis.	Student Book: pp. 82-83, 150-151, 218-219, 282-283, 356, 357 Teacher Guide: pp. 29-31, 49-51, 68-70, 89-91, 107-109, 128-130

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Subject Area: Language Arts Grades 9–12

State-Funded Course: World Literature and Composition

Textbook Title: *Reading the World: Contemporary Literature from Around the World*

Publisher: Perfection Learning Corporation

Objective (Cite Number)	Component Strand/Course Content Standard	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
<p>30.</p>	<p>Writing/Usage/Grammar Adapts writing style to appeal and persuade various audiences.</p>	<p><i>Note: Page numbers cited are examples of where criteria are met. Most criteria are addressed throughout the program.</i></p> <p>Teacher Guide: 128-129, 248-249, 348-349, 458-459</p>
<p>31.</p>	<p>Develops creative and imaginative expression in writing (fresh ideas, diction, style, and voice).</p>	<p>Teacher Guide: 128-129, 248-249, 348-349, 458-459</p>
<p>32.</p>	<p>Organizes, selects, and relates ideas and develops them into coherent, multi-paragraph compositions.</p>	<p>Teacher Guide: 128-129, 248-249, 348-349, 458-459</p>
<p>34.</p>	<p>Reading/Language Recognizes different purposes and methods of writing; identifies a writer's point of view, tone, and other techniques.</p>	<p>Student Book: pp. 96-102, 103-108, 128-129, 140-149, 248-249 Teacher Guide: pp. 9-22, 41, 48-49, 58, 78-79</p>
<p>36.</p>	<p>Reads, discusses, and analyzes world literature representing diverse backgrounds and traditions.</p>	<p>Student Book: pp. 4-19, 20-32, 33-35, 36-47, 128-129, et.al. Teacher Guide: pp. 23-31, 48-49</p>
<p>37.</p>	<p>Recognizes allusions to mythology in literature.</p>	<p>Student Book: pp. 88-95, 96-102, 193-195, 295-298 Teacher Guide: pp. 40, 41, 68, 94</p>

Objective (Cite Number)	Component Strand/Course Content Standard	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
38.	Develops effective ways of telling and writing about literature, using appropriate literary terms.	<p><i>Note: Page numbers cited are examples of where criteria are met. Most criteria are addressed throughout the program.</i></p> <p>Teacher Guide: 128-129, 248-249, 348-349, 458-459</p>
39.	Judges literature critically on the basis of personal response and literary analysis.	<p>Teacher Guide: pp. 128-129, 248-249, 348-349, 458-459</p>
40.	Recognizes and applies various approaches to literary interpretation.	<p>Teacher Guide: pp. 128-129, 248-249, 348-349, 458-459</p>

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Format For Correlation to Georgia Quality Core Curriculum

Subject Area: Language Arts Grades 9–12

State-Funded Course: American Literature and Composition

Textbook Title: *Times of Change: Vietnam & the 60s*

Publisher: Perfection Learning Corporation

Objective (Cite Number)	Component Strand/Course Content Standard	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
26.	<p>Critical Thinking Invents solutions to problems using thinking techniques (e.g., metaphors, analogies, models, brainstorming, and role-playing).</p>	<p><i>Note: Page numbers cited are examples of where criteria are met. Most criteria are addressed throughout the program.</i></p> <p>Student Book: pp. 49-78, 79-108 Teacher Guide: pp. 21-32, 34-35</p>
28.	<p>Reading/Literature Recognizes different purposes and methods of writing; identifies a writer's tone and point of view.</p>	<p>Student Book: pp. 16-17, 20-21, 22-31, 52-55, 64-65, 82-84, 110-111 Teacher Guide: pp. 13, 15, 16, 18-19, 25, 27, 38, 52</p>
29.	<p>Reads, discusses, and analyzes American literature representing diversity (e.g., gender, ethnicity).</p>	<p>Student Book: pp. 18-19, 56-63, 85-87, 118-119 Teacher Guide: pp. 14, 26, 39, 55</p>
30.	<p>Writes and speaks critically about literature.</p>	<p>Teacher Guide: pp. 2-3, 21-22, 31-32, 45-46, 59-61</p>
31.	<p>Applies knowledge of literary terms to works of literature.</p>	<p>Student Book: pp. 16-17, 20-21, 22-31, 52-55, 56-63, 70-77, 80-81, 82-84, 128-141 Teacher Guide: pp. 13, 15, 16, 25, 26, 30, 37, 38, 57</p>
32.	<p>Develops an understanding of the effect of history on American literature (e.g., literary movements and periods).</p>	<p>Student Book: pp. 3-13, 16-48 Teacher Guide: p. 9</p>

Objective (Cite Number)	Component Strand/Course Content Standard	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
33.	Understands major cultural, religious, philosophical, and political influence on the literature of a given period or culture.	<p><i>Note: Page numbers cited are examples of where criteria are met. Most criteria are addressed throughout the program</i></p> <p>The selections in the entire anthology document the effects of the Vietnam War on American culture. Student Book: pp. 3-142 Teacher Guide: pp. 2-64</p>
37.	<p>Speaking/Listening Conceives and develops ideas about a topic for the purpose of speaking to a group, chooses and organizes related ideas, presents them clearly, and evaluates similar presentations by others.</p>	<p>Teacher Guide: pp. 59-62</p>
43.	<p>Writing/Usage/Grammar Engages in the research process using appropriate print, electronic, and interview sources; cites sources according to a standard style sheet (MLA, APA, or other).</p>	<p>Teacher Guide: pp. 59-62</p>

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