

Alignment of the Masters of Disaster Curriculum to Florida's Sunshine State Standards



LANGUAGE ARTS

GRADES 6-8

ALIGNMENT OF MASTERS OF DISASTER CURRICULUM TO FLORIDA'S SUNSHINE STATE STANDARDS

Language Arts 6-8

WHAT IS THE PURPOSE OF THIS DOCUMENT?

This document is a correlation of the Masters of Disaster (MOD) curriculum of the American Red Cross with Florida's Sunshine State Standards. Correlation has been completed through the benchmark level of each Standard in an effort to assist teachers with the integration of important disaster safety information into their regular lesson plans. Foremost in our efforts was the desire to provide teachers with easily accessible material that can enhance the delivery of each of four subject areas within the school curriculum: Language Arts, Mathematics, Science, and Social Studies.

WHAT ARE THE SUNSHINE STATE STANDARDS?

The Sunshine State Standards were approved by the State Board of Education in 1996 to provide expectations for student achievement in Florida. The Standards approved in 1996 were written in seven subject areas, each divided into four separate grade clusters (PreK-2, 3-5, 6-8, and 9-12). This format was chosen to provide flexibility to school districts in designing curriculum based on local needs. However, as Florida moves toward greater accountability for student achievement at each grade level, the Sunshine State Standards have been further defined. In the subject areas of language arts, mathematics, science, and social studies, the Sunshine State Standards have been expanded to include Grade Level Expectations. These Grade Level Expectations will eventually become the basis for state assessments at each grade 3-10 in language arts and mathematics--and may eventually be used in state assessments in science and social studies.

More information on the Sunshine State Standards is available at:

<http://www.firn.edu/doe/curric/prek12/frame2.htm>

All benchmarks for each of the core subject areas (language arts, math, science, and social studies) are included in each of the three grade levels (K-2, 3-5 and 6-8). Linkages between the Sunshine State Standards and Masters of Disaster lesson plans are listed where they apply. Space for teacher notes is provided adjacent to those benchmarks not addressed by MOD.

The benchmark alignments in this document are based on implementing the Masters of Disaster lesson plans with fidelity, but teachers may address additional benchmarks by making minor adjustments in some of the lesson plan activities.

We hope that teachers find the materials to be a useful and valuable aid to the use of the MOD curriculum. Educators are encouraged to direct any comments or recommended changes to this document to Julie Collins, Office of Safe Schools, Florida Department of Education, 325 West Gaines Street #301, Tallahassee, Florida 32399-0400; via electronic mail at julie.collins@fldoe.org or via telephone at (850) 414-7778.

ALIGNMENT OF MASTERS OF DISASTER CURRICULUM TO FLORIDA'S SUNSHINE STATE STANDARDS

LANGUAGE ARTS 6-8

STRAND A: READING		
STANDARD	BENCHMARK	MASTERS OF DISASTER LESSON
Standard 1: The student uses the reading process effectively. (L.A.A.1.3.)	1. Uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.	
	2. Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.	Earthquakes, Lesson Plan 7, p. 160
	3. Demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.	Floods, Lesson Plan 1, p. 53 Tornadoes, Lesson Plan 2, p. 87 Earthquakes, Lesson Plan 7, p. 160
	4. Uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report.	Hurricanes, Lesson Plan 5, p. 44 Floods, Lesson Plan 5, p. 72-73 Earthquakes, Lesson Plan 7, p. 160

Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.2.3.)	1. Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.	Hurricanes, Lesson Plan 3, p. 35 Earthquakes, Lesson Plan 2, p. 138 Earthquakes, Lesson Plan 8, p. 164-165
	2. Identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning.	Tornadoes, Lesson Plan 3, p. 96
	3. Recognizes logical, ethical, and emotional appeals in texts.	Tornadoes, Lesson Plan 2, p. 87
	Uses a variety of reading materials to develop personal preferences in reading.	Tornadoes, Lesson Plan 3, p. 95
	4. Locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.	General Preparedness, Lesson Plan 1, p. 8 Hurricanes, Lesson Plan 2, p. 32 Hurricanes, Lesson Plan 5, p. 44 Floods, Lesson Plan 1, p. 50, 53 Floods, Lesson Plan 2, p. 56, 57 Floods, Lesson Plan 3, p. 65 Tornadoes, Lesson Plan 1, p. 82 Tornadoes, Lesson Plan 2, p. 86-87 Tornadoes, Lesson Plan 4, p. 98, 99 Lightning, Lesson Plan 2, p. 108 Lightning, Lesson Plan 3, p. 114 Earthquakes, Lesson Plan 1, p. 127, 128, 136 Earthquakes, Lesson Plan 3, p. 139-141, 142 Earthquakes, Lesson Plan 4, p. 144 Earthquakes, Lesson Plan 8, p. 166

	<p>5. Uses a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs, to gather information for research topics.</p>	<p>General Preparedness, Lesson Plan 4, p. 18 Floods, Lesson Plan 3, p. 65 Tornadoes, Lesson Plan 2, p. 86-87 Lightning, Lesson Plan 2, p. 108 Earthquakes, Lesson Plan 1, p. 128 Earthquakes, Lesson Plan 3, p. 142</p>
	<p>6. Synthesizes and separates collected information in to useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.</p>	
	<p>7. Checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.</p>	<p>Tornadoes, Lesson Plan 2, p. 86-87</p>

STRAND B: WRITING

STANDARD	BENCHMARK	MASTERS OF DISASTER LESSON
<p>Standard 1: The student uses writing processes effectively. (L.A.B.1.3.)</p>	<p>1. Organizes information before writing according to the type and purpose of writing.</p>	<p>General Preparedness, Lesson Plan 2, p. 11</p>
	<p>2. Drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.</p>	<p>Floods, Lesson Plan 1, p. 53 Floods, Lesson Plan 3, p. 65 Floods, Lesson Plan 4, p. 68, 69 Tornadoes, Lesson Plan 2, p. 87 Tornadoes, Lesson Plan 3, p. 96 Tornadoes, Lesson Plan 4, p. 98 Lightning, Lesson Plan 3, p. 115 Earthquakes, Lesson Plan 3, p. 142 Earthquakes, Lesson Plan 4, p. 144 Earthquakes, Lesson Plan 5, p. 153 Earthquakes, Lesson Plan 6, p. 158</p>

	<p>3. Produces final documents that have been edited for: correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.</p>	<p>Floods, Lesson Plan 1, p. 53 Floods, Lesson Plan 3, p. 65 Floods, Lesson Plan 4, p. 68, 69 Tornadoes, Lesson Plan 2, p. 87 Tornadoes, Lesson Plan 3, p. 96 Tornadoes, Lesson Plan 4, p. 98 Lightning, Lesson Plan 3, p. 115 Earthquakes, Lesson Plan 3, p. 142 Earthquakes, Lesson Plan 4, p. 144 Earthquakes, Lesson Plan 5, p. 153 Earthquakes, Lesson Plan 6, p. 158</p>
<p>Standard 2: The student writes to communicate ideas and information effectively. (L.A.B.2.3.)</p>	<p>1. Writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.</p>	<p>General Preparedness, Lesson Plan 1, p. 6 Hurricanes, Lesson Plan 1, p. 26 Hurricanes, Lesson Plan 3, p. 34 Hurricanes, Lesson Plan 5, p. 44 Floods, Lesson Plan 1, p. 50 Floods, Lesson Plan 2, p. 56, 57 Floods, Lesson Plan 3, p. 64, 65 Floods, Lesson Plan 4, p. 68 Tornadoes, Lesson Plan 4, p. 99 Lightning, Lesson Plan 1, p. 104-105 Lightning, Lesson Plan 3, p. 114 Earthquakes, Lesson Plan 5, p. 153 Earthquakes, Lesson Plan 6, p. 158</p>
	<p>2. Organizes information using alphabetical, chronological, and numerical systems.</p>	<p>Tornadoes, Lesson Plan 4, p. 98 Earthquakes, Lesson Plan 3, p. 139-141</p>

	<p>3. Selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.</p>	<p>Hurricanes, Lesson Plan 1, p. 27 Floods, Lesson Plan 1, p. 50 Floods, Lesson Plan 4, p. 69 Floods, Lesson Plan 5, p. 75 Tornadoes, Lesson Plan 2, p. 87 Tornadoes, Lesson Plan 3, p. 96 Lightning, Lesson Plan 3, p. 114, 115 Earthquakes, Lesson Plan 2, p. 136 Earthquakes, Lesson Plan 4, p. 144 Earthquakes, Lesson Plan 5, p. 153 Earthquakes, Lesson Plan 6, p. 158</p>
	<p>4. Uses electronic technology, including databases and software to gather information and communicate new knowledge.</p>	<p>Floods, Lesson Plan 3, p. 65 Tornadoes, Lesson Plan 1, p. 82-83 Tornadoes, Lesson Plan 2, p. 86-87 Lightning, Lesson Plan 2, p. 108 Earthquakes, Lesson Plan 3, p. 142</p>

STRAND C: LISTENING, VIEWING, AND SPEAKING

STANDARD	BENCHMARK	MASTERS OF DISASTER LESSON
<p>Standard 1: The student uses listening strategies effectively. (L.A.C.1.3.)</p>	<p>1. Listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.</p>	<p>Hurricanes, Lesson Plan 5, p. 44 Tornadoes, Lesson Plan 3, p. 96</p>
	<p>2. Selects and listens to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.</p>	
	<p>3. Acknowledges the feelings and messages sent in a conversation.</p>	
	<p>4. Uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.</p>	<p>General Preparedness, Lesson Plan 3, p. 14 Hurricanes, Lesson Plan 2, p. 30 Hurricanes, Lesson Plan 4, p. 41 Hurricanes, Lesson Plan 5, p. 44 Floods, Lesson Plan 4, p. 68 Floods, Lesson Plan 5, p. 75 Tornadoes, Lesson Plan 3, p. 95 Earthquakes, Lesson Plan 1, p. 127, 132-134 Earthquakes, Lesson Plan 2, p. 138 Earthquakes, Lesson Plan 7, p. 160 Earthquakes, Lesson Plan 8, p. 164-165</p>

<p>Standard 2: The student uses viewing strategies effectively. (L.A.C.2.3.)</p>	<p>1. Determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.</p>	<p>Earthquakes, Lesson Plan 7, p. 161</p>
	<p>2. Uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.</p>	<p>General Preparedness, Lesson Plan 1, p. 8 General Preparedness, Lesson Plan 4, p. 19 Floods, Lesson Plan 5, p. 75 Tornadoes, Lesson Plan 1, p. 82-83 Tornadoes, Lesson Plan 2, p. 86-87 Tornadoes, Lesson Plan 3, p. 94-95 Tornadoes, Lesson Plan 4, p. 99 Lightning, Lesson Plan 2, p. 108 Earthquakes, Lesson Plan 4, p. 145 Earthquakes, Lesson Plan 7, p. 160, 161 Earthquakes, Lesson Plan 8, p. 166</p>
<p>Standard 3: The student uses speaking strategies effectively. (L.A.C.3.3.)</p>	<p>1. Understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.</p>	<p>General Preparedness, Lesson Plan 1, p. 8 General Preparedness, Lesson Plan 4, p. 19 Floods, Lesson Plan 5, p. 75 Tornadoes, Lesson Plan 1, p. 82-83 Tornadoes, Lesson Plan 2, p. 86-87 Tornadoes, Lesson Plan 3, p. 94-95 Tornadoes, Lesson Plan 4, p. 99 Lightning, Lesson Plan 2, p. 108 Earthquakes, Lesson Plan 4, p. 145 Earthquakes, Lesson Plan 7, p. 160, 161 Earthquakes, Lesson Plan 8, p. 166</p>

	<p>2. Asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences.</p>	<p>General Preparedness, Lesson Plan 3, p. 14 Hurricanes, Lesson Plan 2, p. 30 Hurricanes, Lesson Plan 5, p. 44 Floods, Lesson Plan 4, p. 68 Tornadoes, Lesson Plan 3, p. 95 Tornadoes, Lesson Plan 4, p. 98 Earthquakes, Lesson Plan 1, p. 127, 132-134 Earthquakes, Lesson Plan 2, p. 138 Earthquakes, Lesson Plan 7, p. 160 Earthquakes, Lesson Plan 8, p. 164-165, 166</p>
	<p>3. Speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.</p>	<p>General Preparedness, Lesson Plan 1, p. 6, 8 General Preparedness, Lesson Plan 4, p. 19 Floods, Lesson Plan 5, p. 75 Tornadoes, Lesson Plan 1, p. 82-83 Tornadoes, Lesson Plan 2, p. 86-87 Tornadoes, Lesson Plan 3, p. 94-95 Tornadoes, Lesson Plan 4, p. 99 Lightning, Lesson Plan 2, p. 108 Earthquakes, Lesson Plan 4, p. 145 Earthquakes, Lesson Plan 7, p. 160, 161 Earthquakes, Lesson Plan 8, p. 166</p>

STRAND D: LANGUAGE		
STANDARD	BENCHMARK	MASTERS OF DISASTER LESSON
Standard 1: The student understands the nature of language. (L.A.D.1.3.)	1. Understands that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.	General Preparedness, Lesson Plan 1, p. 8 Tornadoes, Lesson Plan 2, p. 87
	2. Demonstrates an awareness that language and literature are primary means by which culture is transmitted.	
	3. Demonstrates an awareness of the difference between the use of English in formal and informal settings.	
	4. Understands that languages change over time.	
Standard 2: The student understands the power of language. (L.A.D.2.3.)	1. Selects language that shapes reactions, perceptions, and beliefs.	General Preparedness, Lesson Plan 1, p. 8 Hurricanes, Lesson Plan 3, p. 35 Floods, Lesson Plan 4, p. 69 Floods, Lesson Plan 5, p. 75 Tornadoes, Lesson Plan 2, p. 87 Tornadoes, Lesson Plan 3, p. 96 Lightning, Lesson Plan 3, p. 115 Earthquakes, Lesson Plan 2, p. 136 Earthquakes, Lesson Plan 3, p. 142 Earthquakes, Lesson Plan 6, p. 158

	<p>2. Uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.</p>	<p>Floods, Lesson Plan 1, p. 53 Lightning, Lesson Plan 3, p. 115 Earthquakes, Lesson Plan 2, p. 136 Earthquakes, Lesson Plan 4, p. 144</p>
	<p>3. Distinguishes between emotional and logical argument.</p>	<p>Tornadoes, Lesson Plan 3, p. 87</p>
	<p>4. Understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.</p>	<p>General Preparedness, Lesson Plan 1, p. 8 Tornadoes, Lesson Plan 1, p. 82-83 Tornadoes, Lesson Plan 2, p. 86-87 Tornadoes, Lesson Plan 4, p. 99 Earthquakes, Lesson Plan 6, p. 158</p>
	<p>5. Incorporates audiovisual aids in presentations.</p>	<p>Tornadoes, Lesson Plan 1, p. 82-83 Tornadoes, Lesson Plan 2, p. 86-87 Lightning, Lesson Plan 2, p. 108</p>
	<p>6. Understands specific ways that mass media can potentially enhance or manipulate information.</p>	<p>General Preparedness, Lesson Plan 1, p. 8 Floods, Lesson Plan 5, p. 75 Tornadoes, Lesson Plan 2, p. 86-87 Tornadoes, Lesson Plan 3, p. 96 Tornadoes, Lesson Plan 4, p. 99</p>
	<p>7. Understands that laws exist that govern what can and cannot be done with mass media.</p>	

STRAND E: LITERATURE		
STANDARD	BENCHMARK	MASTERS OF DISASTER LESSON
Standard 1: The student understands the common features of a variety of literary forms. (L.A.E.1.3.)	1. Identifies the defining characteristics of classic literature, such as timelessness, dealing with universal themes and experiences, and communicating across cultures.	
	2. Recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.	Floods, Lesson Plan 1, p. 53 Lightning, Lesson Plan 3, p. 115 Earthquakes, Lesson Plan 4, p. 144
	3. Understands various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.	Floods, Lesson Plan 1, p. 53 Floods, Lesson Plan 4, p. 69 Tornadoes, Lesson Plan 2, p. 87 Lightning, Lesson Plan 3, p. 115 Earthquakes, Lesson Plan 3, p. 142 Earthquakes, Lesson Plan 4, p. 144
	4. Knows how mood or meaning is conveyed in poetry such as word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language, use of sentence structure, line length, punctuation, and rhythm.	
	5. Identifies common themes in literature.	

<p>Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. (L.A.E.2.3.)</p>	<p>1. Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.</p>	
	<p>2. Responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.</p>	<p>Tornadoes, Lesson Plan 3, p. 96</p>
	<p>3. Knows that a literary text may elicit a wide variety of valid responses.</p>	
	<p>4. Knows ways in which literature reflects the diverse voices of people from various backgrounds.</p>	
	<p>5. Recognizes different approaches that can be applied to the study of literature, including thematic approaches change, personal approaches such as what an individual brings to his or her study of literature, historical approaches such as how a piece of literature reflects the time period in which it was written.</p>	
	<p>6. Identifies specific questions of personal importance and seeks to answer them through literature.</p>	
	<p>7. Identifies specific interests and the literature that will satisfy those interests.</p>	

	8. Knows how a literary selection can expand or enrich personal viewpoints or experiences.	
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