

Career Ready Practices

	English 9	English 10	English 11	English 12	English Foundations 2	English Foundations 3	English Foundations 4	Life Skills English
<p>CRP1. Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>				Performance Assessment Project requires students to reflect on their high school career, current events, or global issues. These assignments require consideration of personal decisions, and connections to worldly events.				2. Informational Text, 3. Argumentative Skills, 4. Writing, 5. Technology and Communication
<p>CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation</p>	An example of student development and application of skills throughout the ELA curriculum is the study and use of vocabulary. Students do not merely study definitions and apply them to contexts; they evaluate nuances of word meanings, including consideration of connotations that project tone. The goal is for students to create new contexts for using words and to demonstrate understanding of how word choice reflects attitudes and influences perceptions.				Units: 2 & 4	Units: 2 & 3	Units: 1, 2 & 3	1. Elements of Fiction, 2. Informational Text, 3. Argumentative Skills, 4. Writing, 5. Technology and Communication
<p>CRP3. Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p>					Units: 1	Units: 1, 2 & 3	Units: 2, 3 & 4	1. Elements of Fiction, 2. Informational Text, 3. Argumentative Skills, 4. Writing, 5. Technology and Communication
<p>CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</p>	Each marking period (Units 1-4) includes a published writing assignment that is the result of engagement in the writing process, where students consider how best to communicate main ideas & achieve purpose through careful articulation and organization of ideas; thorough explanations of supporting evidence; and consideration of effective word choice. Each marking period also requires that students participate in Socratic seminar discussions to practice speaking and listening skills, with the goal of formulating responses to essential questions. At least once per year , students are required to formally present (individually or groups) and defend main ideas.				Unit: 4	Unit: 3	Unit: 1	1. Elements of Fiction, 2. Informational Text, 3. Argumentative Skills, 4. Writing, 5. Technology and Communication

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<p>CRP5. Consider the environmental, social and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>			report focuses on producing commentary on topics of social significance. Students research various perspectives, evaluate the impact of human action or inaction, and use compelling evidence to defend and		Unit: 1, 2 & 3	Unit: 1, 2 & 3	Unit: 1, 2 & 3	1.Elements of Fiction, 2. Informational Text, 3. Argumentative Skills, 4. Writing, 5. Technology and Communication
<p>CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>		Unit 3 Research report is based on researching a social problem and possible solutions, ultimately making an argument for the best possible solution.			Unit: 2, 3 & 4	Unit: 1, 2 & 3	Unit: 1 & 3	1.Elements of Fiction, 2. Informational Text, 3. Argumentative Skills, 4. Writing, 5. Technology and Communication
<p>CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.</p>	Each year (usually Unit 3) students are required to produce a research report that presents an argument: Evaluation of credible sources is crucial when gathering evidence to support thesis statements, and students must consider all sides to an issue when coming to a rational conclusion.				Unit: 1, 2, 3 & 4	Unit: 1, 2 & 3	Unit: 1, 2 & 3	1.Elements of Fiction, 2. Informational Text, 3. Argumentative Skills, 4. Writing, 5. Technology and Communication
<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>	Each year students engage in reading literature and non-fiction to glean themes or central ideas that reflect real-world aspects of humanity, including analysis of how people negotiate conflict in ways that produce solutions and in ways that result in repercussions. Students are consistently asked to make connections to personal beliefs and experiences in order to cultivate enduring understanding the messages authors strive to convey. In addition, students in 9th grade are assigned a personal narrative essay that asks them to describe (in story narrative form) a moment or situation where they experienced conflict that had a significant impact on their perspectives, habits, attitudes, or priorities.				Unit: 1, 2, 3 & 4	Unit: 1, 2, 3 & 4	Unit: 1, 2 & 3	1.Elements of Fiction, 2. Informational Text, 3. Argumentative Skills, 4. Writing, 5. Technology and Communication

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<p>CRP9. Model integrity, ethical leadership and effective management. Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.</p>	<p>Each year students are held accountable for honoring the expectations for academic integrity. Principles are outlined and instruction includes discussion of why strictly-enforced codes are necessary to promote ethical standards and to sustain a culture that demands student responsibility. Samples of infractions illustrate impact on personal learning and strategies for preventing code violations support responsible decision-making.</p>				Unit: 3	Unit: 1	Unit: 3	2. Informational Text, 3. Argumentative Skills,
<p>CRP10. Plan education and career paths aligned to personal goals. Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>				Unit 1 College or Career Personal essay assignment Unit 4 Commencement Speech assignment.	Unit: 4	Unit: 3	Unit: 1	2. Informational Text, 3. Argumentative Skills, 4. Writing, 5. Technology and Communication
<p>CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>	<p>writing assignments, research reports, and performance projects require use of technology to organize and plan, both independently and collaboratively (for performance projects). Use of technology supports efficient collaboration particularly outside of the classroom for live online discussions, in blog posts, or small-group shared documents. Instruction includes discussion of how to maximize use of technology, (e.g., through sites or apps that support documentation of sources and provide access to multi-media sources) as well as to avoid pitfalls of technology use (e.g., in</p>				Unit: 1 & 2	All Units	Unit: 2, 3 & 4	1.Elements of Fiction, 2. Informational Text, 3. Argumentative Skills, 4. Writing, 5. Technology and Communication
<p>CRP12. Work productively in teams while using cultural global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>	<p>Each marking period, students collaborate in partnerships and small groups to study texts and come to consensus in response to essential questions. Individuals must prepare for discussions through independent study to ensure there are contributions from all members and structures for discussion are embedded to ensure all voices have opportunity to be heard (particularly in Socratic seminar discussions).</p>				Units: 2, 3 & 4	Units: 1, 2 & 3	Units: 1, 2, 3 & 4	1.Elements of Fiction, 2. Informational Text, 3. Argumentative Skills, 4. Writing, 5. Technology and Communication