

Northampton Area School District
 “Year at a Glance” - Career English 11: E102CA
 Board Approval Date: 8/28/2017



Students will be able to independently use their learning to:

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Skill of Focus	Required Assessments	Big Idea	Essential Questions	Term	PA Core Standards
Vocabulary	4 Assessments	An expanded vocabulary enhances one’s ability to express ideas and information	<p>How does the understanding of vocabulary increase the reader’s comprehension of challenging texts?</p> <p>How do strategic readers create meaning from informational and literary text?</p>	<p>Ongoing throughout the entire year.</p> <p>8 Days</p>	<p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Research	Culminating research project	<p>Effective writers utilize technology to create an effective research project.</p> <p>Effective research requires multiple sources of information to gain or expand knowledge.</p>	<p>How does the research process and the validity of sources aid the writer's ability to create a reliable finished product?</p>	<p>Ongoing throughout the entire year.</p> <p>10 Days</p>	<p>CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
Writing: Informative/ Expository Essay	Writing Assessment	<p>Audience and purpose influence the writer's choice of organizational pattern, language, and literary techniques.</p> <p>Rules of grammar and convention of language support clarity of communications between writers/speaker, and reader/listeners.</p>	<p>How do writers clearly and effectively communicate their purpose in a way that works best for their audience?</p> <p>How do grammar and conventions of language influence spoken and written communication?</p>	4 instructional days	<p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

<p>Writing: Narrative Essay</p>	<p>Writing Assessment</p>	<p>Audience and purpose influence the writer’s choice of organizational pattern, language, and literary techniques.</p> <p>Rules of grammar and convention of language support clarity of communications between writers/speaker, and reader/listeners.</p>	<p>How do writers clearly and effectively communicate their purpose in a way that works best for their audience?</p> <p>How do grammar and conventions of language influence spoken and written communication?</p>	<p>4 instructional days</p>	<p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p>Writing: Opinion/Argument Essay</p>	<p>Writing Assessment</p>	<p>Audience and purpose influence the writer’s choice of organizational pattern, language, and literary techniques.</p> <p>Rules of grammar and convention of language support clarity of communications between writers/speaker,</p>	<p>How do writers clearly and effectively communicate their purpose in a way that works best for their audience?</p> <p>How do grammar and conventions of language influence spoken and written communication?</p>	<p>4 instructional days</p>	<p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>

		and reader/listeners.			<p>Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p>Reading Informational Text:</p> <p>Key Ideas and Details</p> <p>Craft and Structure</p>	<p>Informatonal Text</p> <p>Quarterly Assessment</p>	<p>Effective readers use appropriate strategies to construct meaning.</p> <p>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</p>	<p>How does interaction with text provoke thinking and response?</p> <p>How do readers know what to believe in what the read, hear, and view?</p> <p>How do startegic readers create meaning from informational and literary text?</p> <p>How does interaction with text provoke thinking and response?</p>	<p>15 instructional days (MP 1)</p>	<p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p>

Career Exploration	School to Career: Unit 1 Test	<p>Inteligent workers choose a career based on their interests and aptitudes</p> <p>Workers who discover their interests have a better chance of finding and maintaining a job</p>	<p>How do interests, abilities, and resources guide a career choice?</p> <p>What is the impact of change on a chosen career and lifestyle?</p>	20 instructional days (MP 1)	<p>13.1.11.A. Relate careers to individual interests, abilities, and aptitudes.</p> <p>13.1.11.B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.</p> <p>13.1.11.C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</p>
<p>Reading Literature:</p> <p>Key Ideas and Details</p> <p>Craft and Structure</p>	Fiction Quarterly Assessment	<p>Critical thinkers effectively and skillfully interpret, analyze, evaluate, and synthesize information.</p> <p>Effective readers use appropriate strategies to construct meaning.</p>	<p>How do readers know what to believe in what they read, hear, and view?</p> <p>How does interaction with text provoke thinking and response?</p> <p>How do strategic readers create meaning from informational literary text?</p>	10 instructional days (MP 2)	<p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p>

<p>Career Planning</p>	<p>School to Career: Unit 4 Test</p>	<p>Intelligent workers consider their option to create a comprehensive plan for their career</p> <p>A good career plan is based on goals that align with a worker's interests and aptitudes</p>	<p>What career options are available and how can they be pursued?</p> <p>How do you plan to pursue and acquire a career?</p>	<p>30 instructional days (MP 2)</p>	<p>13.1.11.D. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:</p> <ul style="list-style-type: none"> • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior project • Internship • Job shadowing • Part-time employment • Registered apprenticeship • School-based enterprise <p>13.1.11.E. Justify the selection of a career.</p> <p>13.1.11.F. Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> • Associate degree • Baccalaureate degree • Certificate/licensure • Entrepreneurship • Immediate part/full time employment • Industry training • Military training • Professional degree • Registered apprenticeship • Tech Prep • Vocational rehabilitation centers <p>13.1.11.G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.</p> <p>13.1.11.H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.</p>
------------------------	--------------------------------------	---	--	-------------------------------------	---

<p>Reading Informational Text: Integration of Knowledge and Ideas</p>	<p>Informational Text Quarterly Assessment</p>	<p>Effective readers use appropriate strategies to construct meaning</p> <p>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information</p>	<p>How do strategic readers create meaning from informational and literary text?</p> <p>What is text really about?</p> <p>How does interaction with text provoke thinking and response?</p> <p>How do readers know what to believe in what they read, hear, and view?</p>	<p>15 instructional days (MP 3)</p>	<p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p>
<p>Skills for Success</p>	<p>School to Career: Unit 3 Test</p>	<p>Effective communicators are able to showcase their skills and personalities to ensure success</p> <p>Intelligent workers know what skills their job requires, and can demonstrate their aptitude for their career</p>	<p>What skills are employers looking for?</p> <p>How do you show a potential employer your skills and aptitude?</p>	<p>20 instructional days (MP 3)</p>	<p>13.2.11.A. Apply effective speaking and listening skills used in a job interview.</p> <p>13.2.11.B. Apply research skills in searching for a job.</p> <ul style="list-style-type: none"> • CareerLinks • Internet (i.e. O*NET) • Networking • Newspapers • Professional associations • Resource books (that is Occupational Outlook Handbook, PA Career Guide)

<p>Reading Literature: Integration of Knowledge and Ideas</p>	<p>Fiction Quarterly Assessment</p>	<p>Effective readers use appropriate strategies to construct meaning</p> <p>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information</p>	<p>How does what readers read influence how they should read it?</p> <p>How do readers know what to believe in what they read, hear, and view?</p> <p>How does interaction with text provoke thinking and response?</p> <p>How do strategic readers create meaning from informational and literary text?</p>	<p>10 instructional days (MP 4)</p>	<p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>
--	---	--	--	---	---

Skills for Success	Career Portfolio	<p>Intelligent workers have a plan that is goal oriented and follows a specific path to success</p> <p>Maintaining a career means remaining attuned to the day-to-day demands of a job and anticipating changing requirements</p>	How do you apply for and acquire the job you want?	30 instructional days (MP 4)	<p>13.2.11.C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:</p> <ul style="list-style-type: none"> • Job application • Letter of appreciation following an interview • Letter of introduction • Postsecondary education/training applications • Request for letter of recommendation • Resume <p>13.2.11.D. Analyze, revise, and apply an individualized career portfolio to chosen career path.</p> <p>13.2.11.E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology
--------------------	------------------	---	--	---------------------------------	--