

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 CONTENT: ENGLISH DEPARTMENT
 COLLEGE & CAREER WRITING AND *READINESS*

Curriculum Guide

<p>Pacing Guide: College & Career Writing and <i>Readiness</i> is a full-year elective course that meets on a rotating basis for either 55-minute or 40-minute blocks.</p> <p>The first half of the year will focus on college writing & readiness & the second half of the year will focus on career writing & readiness.</p>	<p>Literature: Choose <i>at least 6</i> pieces of literature. Each text should be completed in 3-6 weeks, depending on the length and difficulty of the text. Pacing for each text is listed below.</p> <ul style="list-style-type: none"> ● <i>Where You Go Is Not Who You'll Be: An Antidote to the College Admissions Mania</i>, Frank Bruni (4 weeks) ● <i>The Freshman Survival Guide: Soulful Advice for Studying, Socializing and Everything in Between</i>, Nora Bradbury-Haehl & Bill McGarvey (3 weeks) ● <i>Common Sense Tips for College Student Success</i>, Garret Carter (3 weeks) ● <i>The Secrets of College Success</i>- Lynn F. Jacobs, Jeremy S. Hyman (3 weeks) ● <i>Rich Dad Poor Dad</i>, Robert T. Kiyosaki, Tim Wheeler (4 weeks) ● <i>Seven Habits of Highly Effective People</i>, Stephen R. Covey (3 weeks) ● <i>Do What You Are: Discover the Perfect Career for You Through the Secrets of Personality Type</i>, Paul D. Tieger (3 weeks) ● <i>What Color is Your Parachute? For Teens: Discover Yourself, Design Your Future, and Plan for Your Dream Job</i>, 3rd Ed., Carol Christen (3 weeks) ● <i>Careers: The Graphic Guide to Planning Your Future</i>, DK (3 weeks) ● <i>College Readiness 101: A College and Career Workbook for the High School Senior</i>, Brannon Jones (6 weeks) ● <i>Successful College Writing</i>, Kathleen T. McWhorter (3 weeks) ● <i>Essential Writing Skills for College & Beyond</i>, C.M. Gill (3 weeks) ● <i>Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking</i>, Grant Barrett (3 weeks) ● <i>Writing that Works: How to Communicate Effectively in Business</i>, Kenneth Roman and Joel Raphaelson (6 weeks) ● <i>Writing that Works: Communicating Effectively on the Job</i>, 12th Ed., Walter E. Oliu (6 weeks)
<p>21st Century Life and Careers:</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<p>Students will read and analyze informational texts and examine career and financial decisions. Students will help coordinate a career fair that will reflect their careers of interest. Students will complete research from multiple sources on the optimal financial decisions for their own personal needs.</p> <p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p>

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<p>9.4 Life Literacies and Key Skills</p>	<p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors. 9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them. 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans). 9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education. 9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients. 9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</p> <p>9.4.12.IML.2-Evaluate for timeliness, accuracy, perspective, credibility of the source and relevance of the information, in media, data, or other resources. 9.4.12.IML.8-Evaluate media sources for point of view, bias, and motivations. 9.4.12.IML.7- Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change. 9.4.12.DC.1- Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. 9.4.12.DC.7- Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society. 9.4.12.GCA.1- Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others. 9.4.12.CI.1-Demonstrate the ability to reflect, analyze and use creative skills and ideas. 9.4.12.CT.1-Identify problem solving strategies used in the development of an innovative product or practice. 9.4.12.CT.2-Explain the potential benefits of collaborating to enhance critical thinking and problem solving. 9.4.12.CI.3-Investigate new challenges and opportunities for personal growth, advancement, and transitions</p>
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<p>Technology Standards:</p> <p>8.1 Educational Technology</p>	<p>Students will utilize various forms of technology when researching topics, writing a research paper, and constructing college and career-related projects.</p> <p>8.1.12.IC.1- Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices (Knowledge, Acquisition and Researching AND Literary Themes).</p> <p>8.2.12.ITH.3 - Analyze the impact that socialization, social media, and access to open source technologies has had on innovation and on societies economy, politics, and culture.</p> <p>8.2.12.ETW.3- Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.</p>
<p>Career Ready Practices</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity</p>

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Differentiation / Accommodations

<u>Gifted and Talented</u>	<u>English Language Learners</u>	<u>Students with Disabilities</u>	<u>Students at Risk of Academic Failure</u>
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities:</p> <p>Tiered learning</p> <p>Flexible group activities</p> <p>Pre-test for knowledge</p> <p>Alternate assessments</p> <p>Use of multiple texts</p> <p>Tasks cover additional multiple intelligences</p> <p>Allow extension activities in addition to assignments</p> <p>Use of computer software programs</p> <p>Challenging reading material</p> <p>Encourage risk-taking</p> <p>Allow student to create scoring rubric</p>	<p>Modifications for the Classroom and Assessments:</p> <p>Modify assignments according to student's level of learning</p> <p>Allow for extra time</p> <p>Include word banks on assessments</p> <p>Eliminate answer choices on assessments</p> <p>Allow students to work in pairs</p> <p>Supply student with notes</p> <p>Flexible group activities</p> <p>Provide audio and/or visual aids when learning</p> <p>Allow use of a dictionary (when possible)</p> <p>Eye contact</p> <p>Positive reinforcement</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by a student's IEP and/or 504 Plan)</i></p> <p>Modifications for the Classroom and Assessments:</p> <p>Modify assignments according to student's level of learning</p> <p>Allow students extra time to complete assignments</p> <p>Allow the use of aids when completing assignments</p> <p>Flexible group activities</p> <p>Allow students to work in pairs</p> <p>Make eye contact</p> <p>Allow use of a dictionary (when possible)</p> <p>Allow alternate assignments that have been shortened</p>	<p>Modifications for the Classroom and Assessments:</p> <p>Constant communication with the I & RS Team</p> <p>Allow student an extra set of textbooks in the classroom and at home</p> <p>Modify assignments according to student's level of learning</p> <p>Allow students extra time to complete assignments</p> <p>Flexible group activities</p> <p>Allow students to work in pairs</p> <p>Make eye contact</p> <p>Allow use of a dictionary (when possible)</p> <p>Allow alternate assignments that have been shortened</p> <p>Provide audio and/or visual aids when learning</p>

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<p>Vary methods of presentation</p> <p>Self-directed activities</p>	<p>Provide alternate assignments</p> <p>Provide student with a study guide</p> <p>Preferential seating</p> <p>Grade student according to effort</p> <p>Repeat directions and project them/write them on the board</p> <p>Modifications for Homework:</p> <p>Extended time on assignments</p> <p>Alternate assignments</p> <p>Allow use of aids when completing homework</p> <p>Always post homework on the board with detailed directions</p> <p>Grade student according to effort</p>	<p>Provide audio and/or visual aids</p> <p>Supply student with notes</p> <p>Provide student with a study guide</p> <p>Preferential seating away from distractions</p> <p>Constant communication with the I&RS Team, 504 Coordinator and/or Child Study Team</p> <p>Extended time on assessments</p> <p>Allow student an extra set of textbooks in the classroom and at home</p> <p>Repeat directions and project them/write them on the board</p> <p>Modifications for Homework:</p> <p>Extended time on assignments</p> <p>Alternate assignments</p> <p>Allow use of aids when completing homework</p> <p>Always post homework on the board with detailed directions</p> <p>Grade student according to effort</p>	<p>Allow student to use another student's notes</p> <p>Provide student with a study guide</p> <p>Preferential seating away from distractions</p> <p>Repeat directions and project them/write them on the board</p> <p>Modifications for Homework:</p> <p>Extended time on assignments</p> <p>Alternate assignments</p> <p>Allow use of aids when completing homework</p> <p>Always post homework on the board with detailed directions</p> <p>Grade student according to effort</p>
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	<p>WIDA Standards</p> <p>Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p>Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</p> <p>Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p> <p>Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies</p>		
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CONTENT: ELA-College & Career Writing and *Readiness*, Grade 12

Theme: College Writing and Readiness

Essential Questions:

What are the various elements of the college admissions process?

Can students demonstrate the appropriate approach to applying to a college of choice?

Can students read informational texts and find evidence to answer specific questions directly related to their college and/or career of choice?

Can students identify the difference between an MLA, APA & Chicago Style research paper?

Can students identify and construct a variety of essay types?

Can students write a college-level essay?

Can students identify the steps to applying for financial aid?

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<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> ● How to navigate the infrastructure of the Common Application ● How to construct an expository essay ● How to become a descriptive writer ● How to construct a narrative essay ● How to construct a college admissions essay ● How to identify the difference between each type of financial aid ● How to research scholarship opportunities ● How to read and analyze an informational text ● How to draw inferences from a piece of literature ● How to determine the central idea of a piece of literature ● How to read for textual evidence ● How to plan and deliver oral presentations ● How to identify key words and ideas related to college admissions ● How to determine an author’s point of view 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> ● Identify the main components of the Common Application ● Analyze different types of financial aid ● Recognize patterns of organization ● Identify point of view ● Identify elements of a non-fiction reading ● Construct a college admissions essay ● Recognize the different types of research papers ● Identify the main components of an expository essay ● Construct scholarship essays ● Use a rubric to help guide essay writing ● Identify scholarship opportunities ● Use context clues to clarify new vocabulary ● Work in groups to judge, clarify and discuss context and themes in non-fiction works ● Prepare and present an individual project ● Prepare and present a speech on a college-related topic ● Gather evidence from a text ● Construct meaning from media 	<p>Assessments <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <p>SUMMATIVE</p> <ul style="list-style-type: none"> ● Unit tests ● Essay tests <p>BENCHMARK</p> <ul style="list-style-type: none"> ● Oral tests ● Journal Writing ● Poetry Writing ● Reading Checks ● Daily Review ● Spot-checks <p>FORMATIVE</p> <ul style="list-style-type: none"> ● Partner sharing in a class opener ● Panel discussions ● Homework ● Class Discussions <p>ALTERNATIVE</p> <ul style="list-style-type: none"> ● Projects ● Power point projects ● Group Presentations on assigned literature ● Lecture and Note taking ● Questions and Answers ● Guided Reading Activity ● Exams ● Benchmark assessments 	<p>Standards: NJSLs RL11-12.1, 12.4, 12.6 RI11-12.2-12.7 W12.1-2, 12.4-8, 12.10 SL.11-12.1-12.6 , L.11-12.1-12.6</p> <p>Social Studies: RH 11-12.1, 12.4, 12.7</p> <p>Reading Science & Tech: RST 11-12.1-12.7 Writing History, Science & Technical Subjects: WHST11-12.1, 11-12.2, 11.12.4-11.12.8, 12.10</p> <p>Career Ready Practices: CRP1-11</p> <p>21st Century Life and Careers: 9.2.12.CAP.3, 9.2.12.CAP.4, 9.2.12.CAP.10, 9.2.12.CAP.11</p> <p>Technology-8.1.12.A.1, A.2, C.1, D.1, D.5, E.1, F.1</p> <p>Interdisciplinary Connections:</p> <p>LA.RI.11-12.7 - [Progress Indicator] - 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>
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<ul style="list-style-type: none"> ● How to create a tone that matches a piece of writing ● How to use varied diction and syntax when writing an essay ● How to gather pertinent information from a variety of sources ● How to draw evidence from literary and informational texts ● How to make use of digital media related to continuing education ● How to maintain a college writing portfolio ● How to make a connection between college-related texts ● How to apply critical thinking in college-related situations ● How to use grammar correctly when speaking and writing ● How to construct an MLA Style research paper ● How construct an APA Style research paper ● How to construct a research paper in Chicago Style ● How to properly cite sources in different types of research papers to avoid plagiarism ● How to decipher vocabulary related to college admissions and careers ● How to navigate the Naviance software 	<ul style="list-style-type: none"> ● Understand visual and verbal messages ● Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence ● Participate in discussions ● Evaluate a speaker’s point of view ● Adapt speech demonstrating a command of formal English ● Listen actively ● Comprehend while listening ● Understand and use reading strategies ● Effectively participate in a college interview ● Use comprehension skills ● Respond to a text 		<p>Students learn about the FAFSA by reading literature and completing a worksheet to prepare them for a guest speaker who will discuss the application process.</p> <p>FAFA Information Worksheet</p>
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<ul style="list-style-type: none"> ● How to construct proper electronic correspondence ● How to construct effective introductions and conclusions in college-level essays ● How to construct a scholarship essay ● How to properly conduct a college interview ● How to construct various types of letters ● How to follow proper guidelines for a letter of recommendation ● How to initiate and participate effectively in a range of collaborative discussions with diverse topics, texts, and issues related to college admissions ● How to evaluate a speaker’s use of evidence ● How to adapt speech to a variety of contexts and tasks ● How to decipher opinion from factual evidence ● How to differentiate between formal and informal writing 			<p>Materials: CORE:</p> <ul style="list-style-type: none"> ● <i>Where You Go Is Not Who You’ll Be: An Antidote to the College Admissions Mania</i>, Frank Bruni (4 weeks) ● <i>The Freshman Survival Guide: Soulful Advice for Studying, Socializing and Everything in Between</i>, Nora Bradbury-Haehl & Bill McGarvey (3 weeks) ● <i>Common Sense Tips for College Student Success</i>, Garret Carter (3 weeks) ● <i>The Secrets of College Success</i>- Lynn F. Jacobs, Jeremy S. Hyman (3 weeks) ● <i>Rich Dad Poor Dad</i>, Robert T. Kiyosaki, Tim Wheeler (4 weeks) ● <i>Seven Habits of Highly Effective People</i>, Stephen R. Covey (3 weeks) ● <i>Do What You Are: Discover the Perfect Career for You Through the Secrets of Personality Type</i>, Paul D. Tieger (2 weeks) ● <i>What Color is Your Parachute? For Teens: Discover Yourself, Design Your Future, and Plan for Your Dream Job</i>, 3rd Ed., Carol Christen (2 weeks)
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			<ul style="list-style-type: none"> ● <i>Careers: The Graphic Guide to Planning Your Future</i>, DK (2 weeks) ● <i>College Readiness 101: A College and Career Workbook for the High School Senior</i>, Brannon Jones (6 weeks) ● <i>Successful College Writing</i>, Kathleen T. McWhorter (2 weeks) ● <i>Essential Writing Skills for College & Beyond</i>, C.M. Gill (2 weeks) ● <i>Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking</i>, Grant Barrett (2 weeks) ● <i>Writing that Works: How to Communicate Effectively in Business</i>, Kenneth Roman and Joel Raphaelson (2 weeks) ● <i>Writing that Works: Communicating Effectively on the Job</i>, 12th Ed., Walter E. Oliu ● <i>Countdown to Colleges: 21 'To Do' Lists for High School</i>, Valerie Pierce & Cheryl Rilly ● <i>Fiske: Real College Essays That Work</i>, Edward B. Fiske & Bruce G Hammond
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			<ul style="list-style-type: none">● <i>College Admission: From Application to Acceptance, Step by Step</i>, Robin Mamlet & Christine Vandeveld● <i>Fiske Guide to Colleges: 2020</i>, Edward B. Fiske● <i>The Complete Book of Colleges</i>, The Princeton Review● <i>The Associated Press Stylebook 2019</i> <p>SUPPLEMENTARY:</p> <ul style="list-style-type: none">● Studentaid.ed.gov● Finaid.org● Usnews.com/education● College.gov● Fastweb.com● Collegeboard.org● Ted Talks● Internet Resources● Magazine articles● Newspaper articles● Social Media posts● Podcasts● Blogs● Speakers● Field Trips● Google Classroom● Chromebooks● A guide to how gender-neutral language is developing around the world
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			<ul style="list-style-type: none">• Additional LGBTQIA+ Persons with Disabilities Resources
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CONTENT: ELA-College & Career Writing and *Readiness*, Grade 12

Theme: Career Writing and Readiness

Essential Questions: Which career(s) best fits my interests and personality type?
What are the different types of writing needed for various careers?
How can I distinguish between different types of careers?
What type of degree(s) do I need for a specific career?
Can students write career-related documents?
Can students identify career-related vocabulary?

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Content <i>(As a result of this learning segment, students will know...)</i>	Skills <i>(As a result of this learning segment, students will be able to...)</i>	Assessments <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i>	Standards: NJSLs
<p>How to determine the central idea of a text</p> <p>How to make connections between career-related texts</p> <p>How to read for textual evidence</p> <p>How to develop one’s ideas</p> <p>How to identify key words and ideas related to careers</p> <p>How to determine an author’s point of view</p> <p>How to draw inferences from a piece of literature</p> <p>How to construct proper electronic correspondence</p> <p>How to develop one’s writing</p> <p>How to gather information from a variety of sources</p> <p>How to draw evidence from informational texts</p> <p>How to plan and deliver oral presentations related to careers</p> <p>How to engage in a career-related discussion</p> <p>How to identify key aspects of technical writing</p> <p>How to manage basic finances</p> <p>How to choose a career that matches one’s interests and personality type</p> <p>How to apply critical thinking in career-related situations</p> <p>How to make use of digital media related to careers</p>	<p>Identify the central idea of a literary work</p> <p>Construct an APA research paper</p> <p>Identify MLA format</p> <p>Identify Chicago Style format</p> <p>Recognize pertinent textual evidence versus extraneous detail</p> <p>Identify key words and ideas related to careers</p> <p>Draw inferences from various pieces of literature</p> <p>Create electronic correspondences</p> <p>Continuously write for a variety of purposes</p> <p>Evaluate and gather information from a variety of sources</p> <p>Present a variety of assignments to a specific audience</p> <p>Ask and answer questions during a class discussion</p> <p>Understand important aspects of technical writing</p> <p>Identify important aspects for financial security</p> <p>Choose a career(s) of interest</p> <p>Create a career-related portfolio</p> <p>Utilize digital media</p> <p>Construct a resume</p> <p>Construct a variety of business letters</p> <p>Participate in career-related interviews</p> <p>Properly utilize proofreading and copy editing symbols</p>	<p>SUMMATIVE</p> <ul style="list-style-type: none"> ● Unit tests ● Essay tests <p>BENCHMARK</p> <ul style="list-style-type: none"> ● Oral tests ● Journal Writing ● Poetry Writing ● Reading Checks ● Daily Review ● Spot-checks <p>FORMATIVE</p> <ul style="list-style-type: none"> ● Partner sharing in a class opener ● Panel discussions ● Homework ● Class Discussions <p>ALTERNATIVE</p> <ul style="list-style-type: none"> ● Projects ● Power point projects ● Group Presentations on assigned literature ● Lecture and Note taking ● Questions and Answers ● Guided Reading Activity ● Exams ● Benchmark assessments 	<p>RL11-12.1, 12.4, 12.6 RI11-12.2-12.7 W12.1-2, 12.4-8, 12.10 SL.11-12.1-12.6 L.11-12.1-12.6</p> <p>Social Studies: RH 11-12.1, 12.4, 12.7</p> <p>Reading Science & Tech: RST 11-12.1-12.7</p> <p>Writing History, Science & Technical Subjects: WHST11-12.1, 11-12.2, 11.12.4-11.12.8, 12.10</p> <p>Career Ready Practices: CRP1-11</p> <p>21st Century Life and Career Skills: 9.2.12.CAP.3, 9.2.12.CAP.5, 9.2.12.CAP.6, 9.4.12.IML, 9.4.12.DC.7</p> <p>Technology-8.1.12.A.1, A.2, C.1, D.1, D.5, E.1, F.1</p> <p>Interdisciplinary Connections:</p>

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<p>How to maintain a career-related portfolio How to construct a resume How to construct various types of letters How to properly conduct a career-related interview How to conduct proofreading and copy editing How to gain first-hand knowledge of various types of careers How to use grammar correctly when speaking and writing How to organize a career fair</p>	<p>Research various types of careers Research the education needed to various types of careers Identify and fix grammatical errors Help organize a career fair</p>		<p>LA.W.11-12.8 - [Progress Indicator] 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. (MLA or APA Style Manuals).</p> <p>Throughout the marking period students complete the components presented in the Game of Life. Lessons and materials will be built around the activities provided. Students will explore employment (resume and cover letter writing and interviewing), education, budgeting, housing and income, transportation, etc.</p> <p><u>The Game of Life</u></p>
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			<p>Materials: CORE:</p> <ul style="list-style-type: none"> ● <i>Where You Go Is Not Who You'll Be: An Antidote to the College Admissions Mania</i>, Frank Bruni (4 weeks) ● <i>The Freshman Survival Guide: Soulful Advice for Studying, Socializing and Everything in Between</i>, Nora Bradbury-Haehl & Bill McGarvey (3 weeks) ● <i>Common Sense Tips for College Student Success</i>, Garret Carter (3 weeks) ● <i>The Secrets of College Success</i>- Lynn F. Jacobs, Jeremy S. Hyman (3 weeks) ● <i>Rich Dad Poor Dad</i>, Robert T. Kiyosaki, Tim Wheeler (4 weeks) ● <i>Seven Habits of Highly Effective People</i>, Stephen R. Covey (3 weeks) ● <i>Do What You Are: Discover the Perfect Career for You Through the Secrets of Personality Type</i>, Paul D. Tieger (3 weeks) ● <i>What Color is Your Parachute? For Teens: Discover Yourself, Design Your Future, and Plan for Your Dream Job</i>, 3rd Ed., Carol Christen (3 weeks)
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			<ul style="list-style-type: none"> ● <i>Careers: The Graphic Guide to Planning Your Future</i>, DK (3 weeks) ● <i>College Readiness 101: A College and Career Workbook for the High School Senior</i>, Brannon Jones (6 weeks) ● <i>Successful College Writing</i>, Kathleen T. McWhorter (3 weeks) ● <i>Essential Writing Skills for College & Beyond</i>, C.M. Gill (3 weeks) ● <i>Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking</i>, Grant Barrett (3 weeks) ● <i>Writing that Works: How to Communicate Effectively in Business</i>, Kenneth Roman and Joel Raphaelson (6 weeks) ● <i>Writing that Works: Communicating Effectively on the Job</i>, 12th Ed., Walter E. Oliu (6 weeks) ● <i>Occupational Outlook Handbook</i> web site <p>SUPPLEMENTARY:</p> <ul style="list-style-type: none"> ● Ted Talks ● Internet Resources ● Magazine articles ● Newspaper articles ● Social Media posts ● Podcasts
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			<ul style="list-style-type: none">• Blogs• Speakers• Field Trips• Google Classroom• Chromebooks• A guide to how gender-neutral language is developing around the world• Additional LGBTQIA+ Persons with Disabilities Resources
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NJSLS ELA Standards

<p>NJSLS Reading Literature</p>	<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>
<p>Reading Informational Text</p>	<p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>

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RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. 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.

RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. 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.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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<p>Speaking and Listening</p>	<p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.7. 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>W.11-12.8. 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. (MLA or APA Style Manuals).</p> <p>Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p>Language</p>	

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<p>Reading History</p>	<p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p> A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p> A. Observe hyphenation conventions. B. Spell correctly.</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p> A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p>
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<p>Reading Science and Technical Subjects</p>	<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.11-12.6. 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>Writing History, Science and Technical Subjects</p>	<p>RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p>

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- RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- RST.11-12.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
- RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- WHST.11-12.1. Write arguments focused on discipline-specific content.
- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

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WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop 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.

C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. 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.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7. 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.

WHST.11-12.8. 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 specific 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.

WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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