English 4

English Language Arts

Grade(s) 12th, Duration 1 Year, 1 Credit
Required Course

Course Overview

Career English aims to prepare students for the workforce. The course covers various topics related to communication and the workplace. Students will learn how to set career goals, job search, interview, market themselves as employable, and communicate with other professionals in their various industries. Students in the course will also learn about information literacy and responsible citizenship practices.

Scope And Sequence

Timeframe	Unit	Instructional Topics
2 Week(s)	Setting Career Goals	1. Developing Career Interests 2. Researching Career Pathways 3. Setting SMART Goals
1 Week(s)	Work Ethic and Other Skills	1. Importance of a good work ethic 2. Skills from high school experiences
3 Week(s)	The Job Search Process	1. Social Media and the Job Market 2. LinkedIn and online networking 3. Understanding Job Listings
4 Week(s)	The Application Process	1. The Resume 2. Importance of Good References 3. Writing a Cover Letter 4. Practice Applications
4 Week(s)	The Interview Process	1. Inquiring after a position 2. Professional Dress 3. Preparing for the Interview 4. Practice Interviews
5 Week(s)	Workplace Communication	1. Professionalism 2. Emotional Vs. Logical Responses 3. Writing Emails 101 4. Appropriate Workplace Communication 5. Cultural Awareness and the Workplace
3 Week(s)	The importance of Teamwork	1. Teamwork and Individual Workload 2. Determining and Balancing Team Roles 3. Teamwork Evaluations
1 Week(s)	Basic Conflict Management	1. Managing Emotional Responses 2. Contacting Management 3. The Importance of HR 4. Handling Conflict Anxiety
3 Week(s)	Problem Solving and Work Resources	1. First steps to Problem Solving 2. Workplace Resources 3. Internet Resources 4. Essential Computer Programs
Ongoing	Citizenship and Civility	1. Developing a code of ethics 2. Digital and Engaged Citizenship 3. News and Staying Engaged
Ongoing	English Language Grammar and Mechanics	1. Conventions of Formal Language 2. Punctuation and Capitalization 3. Using effective verbs
Ongoing	Technology and Media Literacy	1. Media Literacy in a Digital Age 2. Appropriate Technology Use in the Workplace
Ongoing	Performance Reviews + Reflections	1. Reflection Introduction 2. Quarter Reflections 3. Semester Reflections

Prerequisites

English 1
English 2
English 3 (may be taken concurrently)

Course Details

English 4

English Language Arts

Grade(s) 12th, Duration 1 Year, 1 Credit
Required Course

Unit: Setting Career Goals

Duration: 2 Week(s)

Unit Description
This unit walks students through the process of identifying, developing, and tracking career goals. It introduces several different methods for students to explore their career interests, including a few career aptitude tests. The unit ends with each student setting a SMART Goal for themselves aimed toward one of the careers that interested them. The SMART Goal will be used to guide a lot of the work that the students will do later on in the class as they develop resumes and practice applying for jobs.

Enduring Understandings (Knowledge & Skills)
- Choosing an individualized career can lead to greater self-fulfillment across a lifetime
- Some people are better suited for specific careers.
- Setting goals is an important first step to career decisions.

Academic Vocabulary
Career
Job
Aptitude test
SMART goal

Summative Assessment
The summative assessment for this unit with be the final SMART goal that students set for their career.

Materials and Resources (optional)
Missouri Connections ICAP
Barclayslifeskills.com - Setting Goals Lesson

Topic: Developing Career Interests

Duration: 2 Day(s)

Topic Description (short)
In this 2 day lesson, students will discuss the concept of a career vs. a job, and they will take personality and aptitude tests to help them identify which is right for them. By the end of this unit, students will have three different possible career pathways to research in the next unit.

Formative Assessment
Students will submit their top 3 career pathways along with short summaries of each pathway. These will be used to guide a larger research project in the next topic.

Learning Targets
The student will make inferences based on an analysis of what the text says explicitly.
The student will provide an objective and concise summary of a text.
The student with synthesize information from two or more texts about similar ideas/topics.
The student will conduct research to answer a question (including a self-generated question) or solve a problem.

Learning Targets linked to Priority Standard = ✛

Topic: Researching Career Pathways

Duration: 2 Day(s)

Topic Description (short)
For this topic, students will consider the 3 career pathways that they selected at the end of the previous topic. They will then continue their research into those careers on Missouri Connections as well as though the Department of Labor Statistics. Students will use their research skills to look into these career pathways. They will also use critical thinking skills to interpret the information they find as well as determine which information is most important to them.

Through this, students will select on career pathway to focus on for the rest of the first semester as they develop resumes, cover letters, and prepare for interviews.

Learning Targets
The student will analyze the development of the central/main ideas throughout a text.
The student will articulate the complexity of the issue to synthesize ideas from multiple texts.
The student with synthesize information from two or more texts about similar ideas/topics.
The student will evaluate how an author's work reflects their cultural perspective to synthesize ideas from multiple texts.
The student will independently read and comprehend informational text to synthesize ideas from multiple texts.
The student will conduct research to answer a question (including a self-generated question) or solve a problem.
The student will narrow or broaden research inquiry when appropriate.
The student will gather relevant information from multiple authoritative print and digital sources.
The student will organize the content of writing by introducing the topic, maintaining a clear focus throughout the text, and providing a conclusion that follow from the text.

Learning Targets linked to Priority Standard = ✛

Topic: Setting SMART Goals

Duration: 2 Day(s)

Learning Targets
The student will work with peers to set clear goals and deadlines.
The student will make new connections in light of the evidence and reasoning presented during collaboration.

English 4

English Language Arts

The student will follow a writing process focusing on development, organization, style and voice to produce clear and coherent writing.

The student will organize the content of writing by introducing the topic, maintaining a clear focus throughout the text, and providing a conclusion that follow from the text.

The student will demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation within a piece of writing.

Learning Targets linked to Priority Standard = ✛

Unit: Work Ethic and Other Skills

Duration: 1 Week(s)

Unit Description

This unit introduces the concept of "work ethic" and explores the ways different approaches to work ethic can affect your career. It also encourages students to consider skills that are essential for the workplace, no matter what industry the students plans to enter. Students will be encouraged to reflect on the skills that they already have developed and determine which skills they should focus on developing over the course of their senior year.

Academic Vocabulary

Work Ethic
Soft Skills
Hard Skills
Reflection

Summative Assessment

At the end of this unit, students will complete a CER reflection where they consider the hard and soft skills they have learned throughout their time in high school, in preparation for their cover letter and resume.

Topic: Importance of a good work ethic

Duration: 1 Day(s)

Topic Description (short)

Students are introduced to the topic of work ethic. Then, the class compares good work ethic to bad work ethic and students are given a moment to reflect on their work ethic habits. After that, students are shown the TedTalk "The Way We Think About Work is Broken" by Barry Schwartz and respond to that speech by considering how the question of why we work is connected to the concept of work ethic.

Formative Assessment

At the end of this unit, students will write a 1-2 paragraph analysis and reflection where they connect the Schwartz speech to the idea of work ethic and then consider how his approach may or may not affect their own approaches to work.

Learning Targets

The student will cite relevant and thorough textual evidence to support inferences drawn from the text.
The student will make inferences based on an analysis of what the text says explicitly.
The student will make inferences based on analysis of where the text leaves matters uncertain.
The student will draw conclusions from visual elements of a text, including those from different media.
The student will articulate the complexity of the issue to synthesize ideas from multiple texts.

Learning Targets linked to Priority Standard = ✛

Topic: Skills from high school experiences

Duration: 2 Day(s)

Topic Description (short)

Students will learn about the soft and hard skills that are essential to the workforce. They will match these skills to situations wherein they would be important. Students will then develop a list of skills they have developed throughout their high school experience as well as where they think they developed that skill. This is in preparation for the resume unit.

Formative Assessment

The formative assessment for this topic is the list of 10 skills (5 hard skills, 5 soft skills) that students identified they have. They will also list where they believe they developed those skills.

Learning Targets

The student will work with peers to promote civil, democratic discussions and decision making.
The student will follow a writing process focusing on development, organization, style and voice to produce clear and coherent writing.

Learning Targets linked to Priority Standard = ✛

Unit: The Job Search Process

Duration: 3 Week(s)

Unit Description

This unit introduces students to the considerations of a job search as well as several tools that are at their disposal for conducting a job search. As part of this unit, students will learn how to identify trustworthy job search websites as well as how to decode job descriptions on those websites.

Academic Vocabulary

Job Search
Blanketed Job Search
Targeted Job Search

English 4

English Language Arts

Job Listing
Search Filters
Job Title
Job Benefits
Required Qualifications
Preferred Qualifications

Summative Assessment

For this unit, students will complete a job search using one of the job search websites used in class and identify the components they found on 3 different listings. They will then compare these listings to each other and determine which job they would prefer to have.

Topic: Social Media and the Job Market | Duration: 2 Day(s)

Topic Description (short)

During this topic students will learn how their social media presence impacts their work experience. In the modern age, almost everyone has social media and a lot of companies will view a person's social media presence during the application process.

Formative Assessment

Students will complete an analysis of their own social media accounts through the lens of two TedTalk videos: "You're Online Life: Permanent as a Tattoo" by Juan Enriquez and "The Curly Fry Conundrum" by Jennifer Golbeck. Students will need to use their understanding of these videos to analyze what people/companies might glean from looking at their social media websites. Partnered with this assessment is usually a discussion over whether or not it is ethically okay for people/company to be using the information like this: a lot of times, this discussion helps students more fully understand how to apply the videos to their own online presence.

Learning Targets

The student will relate the central ideas to human nature and the world in a text.
The student will clarify, verify, or challenge ideas and conclusions.
The student will pose and response to questions that probe reasoning and evidence.

Learning Targets linked to Priority Standard = ✛

Topic: LinkedIn and online networking | Duration: 3 Day(s)

Topic Description (short)

Students will be shown how to use social media for job networking, as well as be introduced to online networking sites like LinkedIn. Students will also be shown websites like Indeed, ZipRecruiter, Glassdoor, etc. which will be used more explicitly in the conclusion to this unit. Students will also learn the appropriate types of items they can post that may have a positive impact on their career or job search.

Formative Assessment

At the end of this topic, students will prepare a fake post for LinkedIn by following one of the following methods:
1) Pick one of their existing social media posts and re-write it using the strategies or focuses discussed in class.
2) Draft an entirely new social media post using the strategies or focuses discussed in class.

Learning Targets

The student will interpret visual elements of a text, including those from different media.
The student will evaluate how the author's structure of specific parts of a text contributes to the overall meaning.
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.
The student will use advanced searches effectively.

Learning Targets linked to Priority Standard = ✛

Topic: Understanding Job Listings | Duration: 1 Day(s)

Topic Description (short)

Students will identify and use job listings on job posting sites like Indeed. They will identify the different components of a job listing and analyze whether a job listing fulfills their preferences for a job as well as what qualifications they need in order to complete the job. Students will learn how to utilize these job search cites in both a blanketed and targeted job search.

Learning Targets

The student will cite relevant and thorough textual evidence to support inferences drawn from the text.
The student will draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly.
The student will use context clues to determine the meaning of words and phrases as they are used in a text.
The student will use reference materials to determine the meaning of words and phrases as they are used in a text.

Learning Targets linked to Priority Standard = ✛

Unit: The Application Process | Duration: 4 Week(s)

Unit Description

This unit will work to de-mystify the process of applying for a new job and encourage students to develop documentation of their skills and experience that they can use in the future. As part of this unit, students will develop a resume and a cover letter as well as locate references they can use on future applications. The end of the unit is a mock application where they will submit all of these documents to the teacher for review.

English 4

English Language Arts

Grade(s) 12th, Duration 1 Year, 1 Credit
Required Course

Academic Vocabulary
  Resume
  Cover Letter
  Application
  Mock Application
Summative Assessment
  At the end of this unit, students will submit a final version of both their resume and cover letter as well as fill out a mock application.

Topic: The Resume	**Duration:** 3 Day(s)

Topic Description (short)
  Students will understand the purposes and goals of a resume. Students will understand the important components of a resume and be able to utilize each individual component to the betterment of the whole.

Learning Targets
  The student will integrate information into a text selectively to maintain the flow of ideas.
  The student will follow a writing process focusing on development, organization, style and voice to produce clear and coherent writing.
  The student will review, revise, and edit writing with consideration for the task, purpose, and audience.

Learning Targets linked to Priority Standard = ✚

Topic: Importance of Good References	**Duration:** 1 Day(s)

Topic Description (short)
  Students will conduct a WebQuest in order to discover the importance of good references as well as the different forms that a reference could take on a job application (Reference List, Reference Letter, Letter of Recommendation). Students will consider the purposes of each form of a reference/recommendation that they find.

Learning Targets
  The student with synthesize information from two or more texts about similar ideas/topics.
  The student will independently read and comprehend informational text to synthesize ideas from multiple texts.

Learning Targets linked to Priority Standard = ✚

Topic: Writing a Cover Letter	**Duration:** 3 Day(s)

Topic Description (short)
  Students will analyze multiple example cover letters in order to determine for themselves the purpose and format for a cover letter. Then, students will write their own cover letter, attempting to create one that they can use to apply to jobs in the present or immediately following high school.

Learning Targets
  The student will evaluate how the author's structure of specific parts of a text contributes to the overall meaning.
  The student will evaluate how the author's use of syntax contributes to a text's overall meaning.
  The student will evaluate how the author's word choices contribute to a text's overall meaning.
  The student will evaluate how the author's word choices contribute to a text's tone.
  The student will evaluate an author's argument and reasoning for effectiveness in a text.

Learning Targets linked to Priority Standard = ✚

Topic: Practice Applications	**Duration:** 2 Day(s)

Topic Description (short)
  Students will complete a practice application in order to get a feel for the types of questions that applications may ask. Students will analyze why applications have certain standard questions as well as how those questions might change depending on industry.

Learning Targets
  The student will articulate the complexity of the issue to synthesize ideas from multiple texts.
  The student will proficiently read and comprehend informational text to synthesize ideas from multiple texts.

Learning Targets linked to Priority Standard = ✚

Unit: The Interview Process

Duration: 4 Week(s)

Unit Description
  This unit will walk students through the interview process. They will learn the appropriate way to dress for a job interview, questions to prepare answers for, questions to ask their possible employer, and manners that will take the interview to the next level.
Academic Vocabulary
  Interview
  Mock Interview
  Appropriate Dress
Summative Assessment

The assessment for this unit will be a mock interview. See attached rubric for details.

Topic: Inquiring after a position	**Duration:** 1 Day(s)

Topic Description (short)

Students will practice writing emails and verbally inquiring about jobs at companies or locations they might be interested. They will practice professional body language and communication skills.

Learning Targets

The students will speak audibly and to the point.
The students will strategically vary volume, pitch, and pace to consistently engage listeners.
The student will avoid body language or mannerisms that might be distracting to the audience.
The student will use a range of gestures or movement to emphasize aspects of speech.

Learning Targets linked to Priority Standard = ✚

Topic: Professional Dress	**Duration:** 1 Day(s)

Topic Description (short)

Students will identify the different ways that one might dress for a job interview, depending on the industry.

Learning Targets

The student will avoid body language or mannerisms that might be distracting to the audience.

Learning Targets linked to Priority Standard = ✚

Topic: Preparing for the Interview	**Duration:** 3 Day(s)

Topic Description (short)

Students will learn how to use company websites and other documents to prepare for a job interview. They will also review the most commonly asked questions and come up with possible answers they could use.

Learning Targets

The student will plan and deliver appropriate presentations based on the task, audience, and purpose.
The student will respond thoughtfully to diverse perspectives during collaboration, including those presented in diverse media.
The student will choose precise language to reflect an understanding of how language functions in different contexts and enhances the reader's understanding of the text.

Learning Targets linked to Priority Standard = ✚

Topic: Practice Interviews	**Duration:** 2 Day(s)

Topic Description (short)

Students will participate in practice interviews wherein they will bring their previous knowledge together.

Learning Targets

The student will use conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation.
The students will speak audibly and to the point.
The students will strategically vary volume, pitch, and pace to consistently engage listeners.
The student will avoid body language or mannerisms that might be distracting to the audience.
The student will make consistent eye contact with a range of listeners when speaking.
The student will use a range of gestures or movement to emphasize aspects of speech.

Learning Targets linked to Priority Standard = ✚

Unit: Workplace Communication	**Duration:** 5 Week(s)

Unit Description

Throughout this unit, students will be given tools and tricks to handle professional communication across industries. They will learn how and when to write emails, when to contact their boss with a possible problem, and several other skills for communication. They will practice writing emails for a variety of purposes. They will also learn what types of conversation should be avoided in the workplace as well as how to handle inappropriate communication when it occurs.

Academic Vocabulary

Email
Professionalism
Slang
Formal
Informal

Summative Assessment

Students will write and perform their own communication scenarios in partnership, showcasing their preferred communication strategies.

English 4

English Language Arts

Grade(s) 12th, Duration 1 Year, 1 Credit
Required Course

Topic: Professionalism	**Duration:** 2 Day(s)

Topic Description (short)

Students will learn what the term "professionalism" means as well as the different ways that professionalism has looked throughout the years.

Learning Targets

The student will evaluate an author's argument and reasoning for effectiveness in a text.
The student will evaluate an author's argument and reasoning for logic in a text.
The student will evaluate an author's argument and reasoning for relevance of the evidence in a text.
The student will evaluate an author's argument for validity in a text.
The student will evaluate an author's argument fro credibility in a text.
The student will articulate the complexity of the issue to synthesize ideas from multiple texts.

Learning Targets linked to Priority Standard = ✚

Topic: Emotional Vs. Logical Responses	**Duration:** 2 Day(s)

Topic Description (short)

Students will discuss emotional vs. logical responses and where each type of response is appropriate. Students will brainstorm ways to stop emotional responses from causing problems in the workplace.

Learning Targets

The student will work with peers to promote civil, democratic discussions and decision making.
The student will clarify, verify, or challenge ideas and conclusions.
The student will delineate a speaker's argument and claims.
The student will make new connections in light of the evidence and reasoning presented during collaboration.
The student will synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding during collaboration.

Learning Targets linked to Priority Standard = ✚

Topic: Writing Emails 101	**Duration:** 2 Day(s)

Topic Description (short)

Students will identify different purposes and occasions for email writing. When prompted, students will be able to take a badly written email and rework it to fit the occasion or purpose it was meant for.

Learning Targets

The student will evaluate an author's argument and reasoning for effectiveness in a text.
The student will evaluate an author's argument for validity in a text.
The student will evaluate an author's argument fro credibility in a text.
The student will evaluate how an author's work reflects their cultural perspective to synthesize ideas from multiple texts.

Learning Targets linked to Priority Standard = ✚

Topic: Appropriate Workplace Communication	**Duration:** 1 Day(s)

Topic Description (short)

Once students have established appropriate ways to communicate in the workplaces, they can begin to identify conversations, topics, and methods of communication that may not be appropriate in the workplace. They will debate whether texting/Snapchatting/ social media is a valid form of communication to use with coworkers and support their reasoning with solid logic.

Learning Targets

The student will articulate the complexity of the issue to synthesize ideas from multiple texts.
The student will work with peers to establish individual roles as needed.
The student will work with peers to promote civil, democratic discussions and decision making.
The student will clarify, verify, or challenge ideas and conclusions.
The student will synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding during collaboration.

Learning Targets linked to Priority Standard = ✚

Topic: Cultural Awareness and the Workplace	**Duration:** 2 Day(s)

Topic Description (short)

Culture has a large impact on communication, especially when people are trying to communicate across cultures. Students will determine how their culture might impact their communication and identify methods they might use to help keep culture from affecting communication in a negative manner.

Learning Targets

The student will work with peers to promote civil, democratic discussions and decision making.
The student will promote divergent and creative perspectives.
The student will make new connections in light of the evidence and reasoning presented during collaboration.

English 4

English Language Arts

Grade(s) 12th, Duration 1 Year, 1 Credit
Required Course

The student will respond thoughtfully to diverse perspectives during collaboration, including those presented in diverse media.

Learning Targets linked to Priority Standard = ✠

Unit: The importance of Teamwork

Duration: 3 Week(s)

Unit Description
This unit emphasizes the idea that "teamwork makes the dreamwork" and gives the students an opportunity to reflect on how they operate when on a team.

Academic Vocabulary
Teamwork
Team Roles
Balance

Summative Assessment
As a team of 4-6, students will develop a quick lesson to teach students. They must work together to research, demonstrate, and present their lesson. Lessons must be approved by the teacher, but the subjects can vary widely. See attached rubrics for more information.

Topic: Teamwork and Individual Workload

Duration: 2 Day(s)

Topic Description (short)
Students will identify different role that an individual may fill on a team and determine how those roles fit together. Then, students will determine which role they tend to fill and evaluate their ability to fill said role.

Learning Targets
The student will work with peers to establish individual roles as needed.
The student will work with peers to promote civil, democratic discussions and decision making.

Learning Targets linked to Priority Standard = ✠

Topic: Determining and Balancing Team Roles

Duration: 2 Day(s)

Topic Description (short)
Students will complete group projects and use their knowledge of teams to tackle the project. Students will reflect on their participation in the project, and as a group the team will evaluate how effective they were at accomplishing the goals of the project.

Learning Targets
The student will work with peers to establish individual roles as needed.
The student will work with peers to promote civil, democratic discussions and decision making.
The student will work with peers to set clear goals and deadlines.
The student will make strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.
The student will plan and deliver appropriate presentations based on the task, audience, and purpose.
The student will conduct research to answer a question (including a self-generated question) or solve a problem.
The student will integrate information using a standard citation system.
The student will narrow or broaden research inquiry when appropriate.

Learning Targets linked to Priority Standard = ✠

Topic: Teamwork Evaluations

Duration: 1 Day(s)

Topic Description (short)
Students will reflect on effective teamwork and acknowledge their individual strengths and weaknesses and write a single page report about the success of their team as a whole.

Learning Targets
The student will gather relevant information from multiple authoritative print and digital sources.
The student will integrate information into a text selectively to maintain the flow of ideas.

Learning Targets linked to Priority Standard = ✠

Unit: Basic Conflict Management

Duration: 1 Week(s)

Unit Description
Over the course of this unit, students will be encouraged to focus on their personal responses to conflict. They will be given tools to help them mitigate the stress of conflict and improve their effectiveness at resolving conflict.

Academic Vocabulary
Conflict Management
Intrapersonal Conflict
Interpersonal Conflict
Conflict Resolution

Summative Assessment
After discussing the different forms that conflict can take, students will be partnered up and must navigate a provided scenario. They must 1)

identify the type of conflict present and 2) use a strategy discussed within the unit to manage the conflict. The scenarios have multiple possible solutions.

Topic: Managing Emotional Responses	**Duration:** 1 Day(s)

Topic: Contacting Management	**Duration:** 1 Day(s)

Topic: The Importance of HR	**Duration:** 1 Day(s)

Topic: Handling Conflict Anxiety	**Duration:** 2 Day(s)

Unit: Problem Solving and Work Resources   **Duration:** 3 Week(s)

Unit Description
Over the course of this unit students will be given tools and processes for solving problems in a variety of environments. They will be taught how to locate and access different types of resources, including resources that may be industry or company specific. They will learn how to tell when they need to ask for help and how to locate the person who would be the most helpful in different situations.

Academic Vocabulary
Problem Solving
Problem Solving Process

Summative Assessment
Students will review different processes for solving problems. Then, they will put their own problem solving process into a 5 step process that other people can follow to solve their problems.

Topic: First steps to Problem Solving	**Duration:** 2 Day(s)

Topic: Workplace Resources	**Duration:** 1 Day(s)

Topic: Internet Resources	**Duration:** 2 Day(s)

Topic: Essential Computer Programs	**Duration:** Ongoing

Unit: Citizenship and Civility   **Duration:** Ongoing

Unit Description
This ongoing unit will be utilized throughout the year to help students develop responsibility and respect as individuals. They will learn what ethics are and how they can use them in their day to day life. They will also learn why it is important to be polite in the workplace.

Topic: Developing a code of ethics	**Duration:** 2 Day(s)

Topic: Digital and Engaged Citizenship	**Duration:** 5 Day(s)

Topic: News and Staying Engaged	**Duration:** Ongoing

Unit: English Language Grammar and Mechanics   **Duration:** Ongoing

Unit Description
This ongoing unit will focus on the conventions of formal English as well as the appropriate way to use capitalization, punctuation, and verb tenses.

Topic: Conventions of Formal Language	**Duration:** Ongoing

Learning Targets
The student will demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation within a piece of writing.
The student will choose precise language to reflect an understanding of how language functions in different contexts and enhances the reader's understanding of the text.

Learning Targets linked to Priority Standard = ✚

Topic: Punctuation and Capitalization	**Duration:** Ongoing

Learning Targets

English 4

English Language Arts

Grade(s) 12th, Duration 1 Year, 1 Credit
Required Course

The student will demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation within a piece of writing.

Learning Targets linked to Priority Standard = ✚

Topic: Using effective verbs | **Duration:** Ongoing

Learning Targets

The student will choose precise language to reflect an understanding of how language functions in different contexts and enhances the reader's understanding of the text.

Learning Targets linked to Priority Standard = ✚

Unit: Technology and Media Literacy | **Duration:** Ongoing

Unit Description

Throughout the year, this unit will be used to help students develop a working knowledge of basic technology and internet resources. Students will also learn how to practice good media literacy, particularly when it comes to using social media responsibly.

Topic: Media Literacy in a Digital Age | **Duration:** Ongoing

Learning Targets

The student will make strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.
The student will draw conclusions from visual elements of a text, including those from different media.
The student will interpret visual elements of a text, including those from different media.

Learning Targets linked to Priority Standard = ✚

Topic: Appropriate Technology Use in the Workplace | **Duration:** Ongoing

Learning Targets

The student will make strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.

Learning Targets linked to Priority Standard = ✚

Unit: Performance Reviews + Reflections | **Duration:** Ongoing

Unit Description

At each midterm and at the end of each quarter, students will participate in either a self reflection and performance review where they will analyze their own work throughout the semester and rate it on a scale. They will then support their rate with examples of their work that fit that rank. The teacher will go through and rank them on the same sheet, noting where they can most approve. These ratings will be used to set goals for the student to meet by the next performance review.

Leading up to the larger reviews, we will practice small analysis of performances on specific assignments and later for entire weeks.

Academic Vocabulary

Performance Review
Self Reflection
Evidence
Example

Topic: Reflection Introduction | **Duration:** 2 Day(s)

Topic Description (short)

Students will be introduced to the concept of self reflection through several small bellringers. This concept will then be used as part of their midterm and final grade projects as students learn to honestly reflect on their work. Students will go through the process of setting goals for improvement through conferences with the teacher.

Formative Assessment

Students will do small reflections on a week's worth of work and determine whether they worked to their fullest ability or not. They will use their notes, activities, and teacher feedback in order to complete the reflection, analyzing each piece to determine what it says about their effort and ability.

Learning Targets

The student will draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly.
The student will independently read and comprehend informational text to synthesize ideas from multiple texts.

Learning Targets linked to Priority Standard = ✚

Topic: Quarter Reflections | **Duration:** 2 Day(s)

Topic Description (short)

English 4
English Language Arts

At the midterm point of each semester, students will use their reflection skills to analyze the work they have completed so far and determine how they are performing in the course. This includes reviewing grades, assessment feedback, attendance, and missing assignment counts.

Learning Targets

The student will clarify, verify, or challenge ideas and conclusions.

the student will follow a standard format for citation.

The student will integrate information into a text selectively to maintain the flow of ideas.

Learning Targets linked to Priority Standard = ✚

Topic: Semester Reflections | **Duration:** 3 Day(s)

Topic Description (short)

At the end of the semester, students will review their course grades, attendance, feedback, and missing assignment count in order to determine whether the grade they currently have is accurate to the work and effort that they have put into the course. Students will complete a reflection form and then use that reflection form to guide a short speech which they will then verbally present to the teacher.

Learning Targets

The student will clarify, verify, or challenge ideas and conclusions.

The student will integrate information into a text selectively to maintain the flow of ideas.

The student will make new connections in light of the evidence and reasoning presented during collaboration.

Learning Targets linked to Priority Standard = ✚