

TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



English Department

**EN475S
English Lab 12**

Adopted 06/19/2018

Updated 1/22/19

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

Foundations classes are offered in addition to students' regular English course. The English Foundations course accommodates the tutorial needs of students who fail to meet state requirements in reading and / or writing on state assessments. Students in this course will receive enhanced instruction in grammar, content reading, reasoning skills, vocabulary, reading comprehension strategies, and expository writing skills in order to meet grade level standards. The course will enable students to become skilled readers and to write adequate prose, composing in a variety of subjects, purposes, and forms.

Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1	RL11-12.1-7,10 RI11-12.1, 10	W11-12.1, 2, 5-10	SL11-12.1,2, 4, 5, 6	L11-12.1-6
Unit 2	RL 11-12 1-4, 6-7, 9-10	W11-12 1-10	SL 11-12 1-6	L11-12 1-4
Unit 3	RI. 11-12.1	W.11-12.4 W.11-12.5 W.11-12.6	SL.11-12.1 SL.11-12.1C SL.11-12.6	L.11-12.1 L.11-12.2

Additional Standards

Unit	WIDA	Technology	21st Century / Career
1	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online 	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function

		<p>courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <ul style="list-style-type: none"> ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	<p>successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
2	<p>ELP STANDARD 2: The Language of Language Arts</p>	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	<p>Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
3	<p>ELP STANDARD 2: The Language of Language Arts</p>	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	<p>Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>

Pacing Guide

	Anticipated Length of Time (days)
Unit 1	30 days
Unit 2	30 days
Unit 3	30 days

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

Unit 1	Unit 2	Unit 3
science fiction	historical speeches	workplace topics

Unit 1: Narrative Unit

Unit Summary

Students will practice reading exemplary narratives and use them as models for writing their own narratives. These narratives can be reflective of the ones they are required to write for unit one in the MyPerspectives textbook. This will help students in their Senior English courses. The unit will focus on the elements of a narrative. Students will read both nonfiction and fictional narratives.

Essential Questions

- What are the goals for an author when writing a narrative?
- What are the main elements of a narrative?
- How is a narrative an effect tool of expression for an author?

READING

Critical Knowledge and Skills	Standards
<p>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>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>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</p>	<ul style="list-style-type: none">• -RL.11-12.1. • RL.11-12.2. • RL.11-12.3. • RL.11-12.4.

<p>as well as other authors.)</p> <p>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>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>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. (e.g., Shakespeare and other authors.)</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>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>By the end of grade 12 read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p>	<ul style="list-style-type: none"> ● RL.11-12.5. ● RL.11-12.6. ● RL.11-12.7. ● RL.11-12.10. ● RI.11-12.1. ● RI.11-12.10.
<p>Suggested Materials/Educational Resources</p>	
<p>MyPerspectives Textbook</p>	

WRITING

Critical Knowledge and Skills	Standards
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>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.</p> <p>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>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>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>	<ul style="list-style-type: none"> ● -W.11-12.1. ● W.11-12.2. ● W.11-12.5. ● W.11-12.6. ● W.11-12.7. ● W.11-12.8. ● W.11-12.9.

<p>(MLA or APA Style Manuals).</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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>	<ul style="list-style-type: none"> ● W.11-12.10.
<p>Suggested Materials/Educational Resources</p>	
<p>MyPerspectives Textbook</p>	

<p>SPEAKING AND LISTENING</p>	
<p>Critical Knowledge and Skills</p>	<p>Standards</p>
<p>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>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>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>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>Adapt speech to a variety of contexts and</p>	<ul style="list-style-type: none"> ● SL.11-12.1. ● SL.11-12.2. ● SL.11-12.4 ● SL.11-12.5. ● SL.11-12.6.

tasks, demonstrating a command of formal English when indicated or appropriate.	
Suggested Materials/Educational Resources	
MyPerspectives Textbook	

LANGUAGE	
Critical Knowledge and Skills	Standards
<p>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>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions.</p> <p>B. Spell correctly.</p> <p>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>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> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception,</i></p>	<ul style="list-style-type: none"> • L.11-12.1. • L.11-12.2. • L.11-12.3. • L.11-12.4.

<p><i>conceivable</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>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.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>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>	<ul style="list-style-type: none"> ● L.11-12.5. <p>L.11-12.6.</p>
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Suggested Materials/Educational Resources

Selections from MyPerspectives Textbook Unit 4

ASSESSMENT PLAN

District/School Formative Assessment Plan	District/School Summative Assessment Plan
- Open book quizzes from MyPerspectives Unit 4	- Portfolio MC test questions - Portfolio Narrative essay
District/School Texts MyPerspectives Unit 4 Readings	District/School Supplementary Materials
	APEX, Pearson Realize
District/School Writing Tasks	

Task	Primary Focus	Secondary Focus
- Write a Narrative Essay	Learn how to create a narrative essay from beginning to end.	Develop individual writing style and skill.

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
https://drive.google.com/open?id=0BwGX3da7ob3AYnRiVmVmOFk3TGc

Unit #2: Argumentative Unit

Unit Summary

This unit will prepare students to put together a documented argumentative essay. The unit will focus on establishing the purpose of an argumentative essay. Secondly, it will assist students in establishing and supporting the argument. Finally, it will help the students with strategies on how to effectively structure their argument. This will help students in their senior English courses.

Essential Questions

- What is the purpose of an argumentative essay?
- How do you establish and support an argument?
- What are effective ways to structure your argument?

READING

Critical Knowledge and Skills	Standards
<p>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>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> ● -RL.11-12.1. ● RL.11-12.2. ● RL.11-12.3.

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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.)

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).

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. (e.g., Shakespeare and other authors.)

Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

- RL.11-12.4.

- RL.11-12.6.

- RL.11-12.7.

RL.11-12.9.

RL.11-12.10.

Suggested Materials/Educational Resources

MyPerspectives Textbook

WRITING

Critical Knowledge and Skills	Standards
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.)</p> <p>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.</p> <p>Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new</p>	<ul style="list-style-type: none">● W.11-12.1. ● W.11-12.2. ● W.11-12.3. ● W.11-12.4. ● W.11-12.5. ● W.11-12.6. ● W.11-12.7.

<p>arguments or information.</p> <p>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>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>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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>	<ul style="list-style-type: none"> ● W.11-12.8. ● W.11-12.9. ● W.11-12.10.
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Suggested Materials/Educational Resources
MyPerspectives Textbook

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p>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>	<ul style="list-style-type: none"> ● SL.11-12.1.

<p>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>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>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>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> ● SL.11-12.2. ● SL.11-12.4 ● SL.11-12.5. ● SL.11-12.6.
Suggested Materials/Educational Resources	
MyPerspectives Textbook	

LANGUAGE	
Critical Knowledge and Skills	Standards
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">B. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">C. Observe hyphenation conventions.</p> <p style="padding-left: 20px;">D. Spell correctly.</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective</p>	<ul style="list-style-type: none"> ● L.11-12.1. ● L.11-12.2. ● L.11-12.3.

choices for meaning or style, and to comprehend more fully when reading or listening.

- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- E. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- F. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- G. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- H. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- L.11-12.4.

Suggested Materials/Educational Resources

MyPerspectives Textbook

ASSESSMENT PLAN

District/School Formative Assessment Plan	District/School Summative Assessment Plan
- Open book quizzes from MyPerspectives Unit 2	Portfolio MC Test Questions Portfolio Argumentative Essay
District/School Texts	District/School Supplementary Materials
Selections from MyPerspectives Unit 2	

My Perspectives	APEX, Pearson Realize	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
MLA documented argumentative essay	To follow the format of an argumentative essay with claims and evidence.	MLA formatting Spelling and Grammar

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

<https://drive.google.com/drive/u/0/folders/0B1RD06agSchHcDIPTTFXLVIZRxc>

Unit #3: Resume Writing
<p><u>Unit Summary</u></p> <p>Many of our seniors are already in the workforce and they will need appropriate resumes that showcase their skills when they go on interviews. Students will become comfortable with the resume writing process during this unit and also will be able to explore even more about the skills they have already obtained during their high school careers. The students will learn and discuss the skills needed for a job of their choice and construct a resume to match the requirements of the job. They will also be creating cover letters to introduce themselves to future employers. Lastly, they will have mock interviews to culminate the unit.</p>

Essential Questions

How do I write a resume and prepare for a job after high school?
What skills should be included in my resume?
What information should I not include in a resume or mention at a job interview?
How should I present myself during an interview?
How do I introduce myself to a potential employer?

READING	
Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence 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.	RI.11-12.1
Suggested Materials/Educational Resources	
Resume workshop Sample Resumes & Action Verbs MTV's <i>Hired</i> Guide to resume writing and interview skills Interview tips Google Docs resume template	

WRITING	
Critical Knowledge and Skills	Standards
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.11-12.4
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.	W.11-12.5
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.11-12.6
Suggested Materials/Educational Resources	

[Resume workshop](#)
[Sample Resumes & Action Verbs](#)
 MTV's *Hired*
 Guide [to resume writing and interview skills](#)
[Interview tips](#)
 Google Docs resume template

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.11-12.1</p>
<p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p>SL.11-12.1C</p>
<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>SL.11-12.6</p>

Suggested Materials/Educational Resources

[Resume workshop](#)
[Sample Resumes & Action Verbs](#)
 MTV's *Hired*
 Guide [to resume writing and interview skills](#)
[Interview tips](#)
 Google Docs resume template

LANGUAGE

Critical Knowledge and Skills	Standards
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.11-12.1</p>

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2
Suggested Materials/Educational Resources	
Resume workshop Sample Resumes & Action Verbs MTV's <i>Hired</i> Guide to resume writing and interview skills Interview tips Google Docs resume template	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Quiz on the appropriate use of action verbs and one-liners Exit slips Class discussions Do Nows Journals Participation in class discussion Peer edit of cover letter and resume	Final Resume Cover letter Mock job interview	
District/School Texts	District/School Supplementary Materials	
	Chromebooks Google docs	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
To write an appropriate resume and cover letter.	To help students obtain a job whether in high school or after school.	Proper grammar and language

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
https://drive.google.com/drive/u/0/folders/0B1RD06agSchHcDIPTTFXLVIZRxc