

The CEO Plan
North Dakota State Standards
Class: Sophomores

Reading Standards for Informational/Nonfiction Text 9-12

- RI.1 Read closely to comprehend texts of grade-level appropriate complexity:
 - Determine what the text says explicitly and implicitly.
 - Provide an objective summary of the text.
 - Cite strong and thorough textual evidence.
 - Assessments/Documentation: List Book; List Book Summary; Digital Book Trailer; The CEO Plan Packet; Information provided from *Encyclopedia of Careers and Vocational Guidance* (Ferguson 2015); Information provided from *O*Net Online* (sponsored by U.S. Department of Labor; Information from other reliable websites; Information from colleges, universities, and trade schools (print).
- RI.2 Determine and analyze a theme and/or central idea of texts:
 - Determine a theme and/or central idea.
 - Analyze development of theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
 - Cite strong and thorough textual evidence.
 - Assessments/Documentation: List Book; List Book Summary; Digital Book Trailer (documentation of theme and impact of theme); Information provided from nonfiction book based on career choice (must have a Renaissance Accelerated Reader Test).
- RI.3 Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:
 - Analyze how specific individuals, sequence of events or ideas develop and/or interact over the course of a text.
 - Cite strong and thorough textual evidence.
 - Assessments/Documentation: List Book; List Book Summary; Digital Book Trailer (documentation of individuals, themes, conflicts, etc.); Information provided from nonfiction book based on career choice (must have a Renaissance Accelerated Reader Test).
- RI.4 Determine the meaning of words and phrases as they are used in text:
 - Figurative, connotative, and technical meanings.
 - Analyze the impact of specific word choice on meaning and tone.
 - Assessments/Documentation: List Book; List Book Summary (document figurative language with example and explanation); Mnemonic Project (document and create mini poster with Tier 3 vocabulary); Digital Book Trailer (documentation of this throughout video); Information provided from nonfiction book based on career choice (must have a Renaissance Accelerated Reader Test).

- RI.8 Delineate and evaluate the argument and specific claims in a text:
 - assessing whether the reasoning is valid and the evidence is relevant and sufficient.
 - Identify false statements and fallacious reasoning.
 - Assessments/Documentation: List Book; List Book Summary; Digital Book Trailer; Professional Interview (in chosen career - phone, Skype, face-to-face) - comparing career information from book to real world experience.

Writing Standards 9-12

- W.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.
 - Introduce a topic and establish a clear focus, purpose, and thesis statement to engage and orient the reader.
 - Organize complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
 - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.
 - Provide a conclusion that supports the information or explanation presented.
 - Assessments/Documentation: Career Proposal (similar to research proposal); CEO Plan packet (documented evidence and material designed by students which puts them directly in the role of chosen career - word choice must be career appropriate); Final CEO Project (presentation board with multiple forms of writing/graphs/visual outlines); Digital Book Trailer (multiple forms of information including actual clips of professional interview).
- W.4 Produce clear and coherent writing in which the development, organization, style and format are appropriate to range of tasks, purposes, and audiences.
 - Assessments/Documentation: Digital Book Trailer (variety of sources - MLA documentation).
- W.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; editing for conventions.
 - Assessments/Documentation: Multiple drafts with peer editing assigned utilizing Google Classroom and Google Drive; CEO Plan Presentation Board (including vital career information such as resume, cover letter, references, education & training, job projections, etc.).
- W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link other information and to display information flexibly and effectively.
 - Assessments/Documentation: Technology used: Google Classroom, Google Docs, iMovie, Skype, Photobooth, smart phones, Dictionary.com, O*Net, Readability Test, Paper Rater; multiple websites pertaining to specific careers, education, and job openings.

- W.7 Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve problems.
 - Develop a research question.
 - Narrow or broaden the inquiry when appropriate.
 - Synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
 - Assessments/Documentation: Students research if a chosen career of their choice is the path they want to follow upon high school graduation. Students interview college/university/trade school graduates and experts in their field of choice. Students research multiple sources to gain more insight into chosen career. Students synthesize information into a final project which contains multiple parts with the end goal of deciding if this career choice is the right choice for them.
- W.8 Gather relevant information from multiple authoritative print and digital sources.
 - Use advanced searches effectively.
 - Assess the usefulness of each source in answering the research question.
 - Integrate information into the text selectively to maintain the flow of ideas.
 - Avoid plagiarism.
 - Follow a standard format for citation that is appropriate for the discipline and writing type.
 - Assessments/Documentation: Networking to find suitable interviews; utilizing the *Encyclopedia of Careers and Vocational Guidance* and multiple brochures/catalogs from colleges/universities/technical schools; incorporate information from reliable websites. Students demonstrate expectations and academic integrity in all assignments.
- W.9 Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills.
 - Assessments/Documentations: Integrate research information into formal assignments; document using MLA format; reflection essays for multiple assignments.

Speaking and Listening Standards 9-12

- SL.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - Come to discussions prepared, having read and research material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - Work with peers to set rules for collaborative discussion and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternative views). Clear goals and deadlines, and individual roles as needed.
 - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
 - Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement; when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
 - Assessments/Documentations: Multiple professional interviews; Mock job interview; Presentation Expo (K-12 students, faculty, family, community members, and stakeholders)
- SL.2 Using appropriate strategies (e.g., notetaking), integrate multiple sources of information presented in diverse media or formats (e.g., oral, images, videos, tables, charts, graphs), evaluating the credibility and accuracy of each source.
 - Assessments/Documentations: Final Presentation using recording devices, and different software (O*NET, Photobooth, & iMovie).
- SL. 3 Evaluate a speaker's point of view, reasoning, evidence, and rhetorical strategies, identifying any fallacious reasoning or exaggerated or distorted evidence.
 - Assessments/Documentations: Digital Book Trailer; professional interviews.
- SL. 4 Organize, develop, and present claims, information, findings, and supporting evidence, using communication techniques appropriate to purpose, audience, and task.
 - Assessments/Documentations: CEO Plan Packet; Final Presentation
- SL. 5 Make strategic use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 - Assessments/Documentations: Digital Book Trailer
- SL. 6 Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and command of formal English when indicated or appropriate.
 - Assessments/Documentations: Professional Interviews; Digital Book Trailers; Final Presentation

Language Standards 9-12

- L.1 Within the context of authentic English writing and speaking
 - Introduce:
 - Use parallel structure.
 - Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
 - Recognize and correct inappropriate shifts in verb voice.
 - Practice:
 - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
 - Recognize and correct inappropriate shifts in verb tense.
 - Resolve issues of complex or contested usage, consulting reliable references as needed.
 - Demonstrate proficiency in:
 - Ensure pronoun-antecedent agreement.
 - Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve language.
 - Explain the function of phrases and clauses in general and their function in specific sentences.
 - Choose among simple, compound, complex, and compound-complex sentences to signal different relationships among ideas.
 - Ensure that pronouns are in the proper case.
 - Recognize and correct inappropriate shifts in pronoun number and person.
 - Recognize and correct vague pronoun.
 - Assessments/Documentations: CEO Plan Packet; Thank You Cards; Final Presentation; Resume; Cover Letter
- L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Introduce:
 - Use a punctuation as appropriate for advanced types and purposes of writing.
 - Observe hyphenation conventions.
 - Practice:
 - Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations.
 - Display proficiency in:
 - Use punctuation to set off nonrestrictive/parenthetical elements.
 - Use a semicolon to link two or more closely related independent clauses.
 - Use a colon to introduce a list or quotation.
 - Assessments/Documentations: CEO Plan Packet; Thank You Cards; Final Presentation; Resume; Cover Letter

- L.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.
 - Maintain consistency in style and tone.
 - Vary syntax for effect.
 - Apply an understanding of syntax to the study of complex texts when reading.
 - Use verbs in active and passive voice to achieve particular effects.
 - Assessments/Documentations: CEO Plan Packet; Thank You Cards; Final Presentation; Resume; Cover Letter
- L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content.
 - Use context as a clue to the meaning of a word or phrase.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
 - Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - Assessments/Documentations: CEO Plan Packet; Thank You Cards; Final Presentation; Resume; Cover Letter; Mnemonic; DBT Summary
- L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grade 10 reading and content.
 - Interpret figures of speech in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
 - Assessments/Documentations: DBT Summary
- L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - Assessments/Documentations: CEO Plan Packet; DBT Summary; Mnemonic