

**English Language Arts: Science/Technical Subjects**  
**Reading and Writing Standards**  
**Department: Business**  
**Course: Career Preparation**

Standard	Application of Standard	Unit	Level	Resources
<u>CCSS.ELA-LITERACY.RST.11-12.4</u> 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 <i>grades 11-12 texts and topics</i> .	Students will read informative articles on career development	Career Planning/Job Retention	11-12	Continually updated articles from publication like <i>Time</i> , <i>Newsweek</i> , and <i>Career World</i>
<u>CCSS.ELA-LITERACY.WHST.11-12.9</u> Draw evidence from informational texts to support analysis, reflection, and research.	Students will combine prior knowledge and the article in responding to prompts with short constructed answers	Career Planning/Job Retention	11-12	Continually updated articles from publication like <i>Time</i> , <i>Newsweek</i> , and <i>Career World</i>

Name \_\_\_\_\_

Scoring Rubric

Standard	6	5	4	3	2	1
<u>CCSS.ELA-LITERACY.RST.11-12.4</u> 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 <i>grades 11-12 texts and topics</i> .	Exemplary determination of the central ideas or conclusions of a text through accurate paraphrasing	Excellent determination of the central ideas or conclusions of a text through accurate paraphrasing	Moderate determination of the central ideas or conclusions of a text through accurate paraphrasing	Acceptable determination of the central ideas or conclusions of a text through accurate paraphrasing	Limited determination of the central ideas or conclusions of a text through accurate paraphrasing	Lacks determination of the central ideas or conclusions of a text through accurate paraphrasing
<u>CCSS.ELA-LITERACY.WHST.11-12.9</u> Draw evidence from informational texts to support analysis, reflection, and research.	Exemplary use of evidence to support analysis	Excellent use of evidence to support analysis	Moderate use of evidence to support analysis	Acceptable use of evidence to support analysis	Limited use of evidence to support analysis	Lacks use of evidence to support analysis
Percentages	100	90	80	70	60	50

Score \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

## Reflection Questions:

Using vocabulary from the article, reflect on what you learned from reading it.

What surprises you the most about what you read?

Overall, how does the information in the article affect your career plans?

Think about your

- occupational choice
- post-secondary training/education options
- personal finances/employment status (while you are still in high school)

How can this class help your next steps in your career/education planning?