

A Correlation: JA Career Success® and Common Core Standards in English Language Arts 2015

Session One—Get Hired: Critical Thinking and Creativity: Students apply critical-thinking skills and creativity to solve problems in real-life work scenarios.

Session Two—Get Hired: Communication and Conflict-Management Skills: Students apply communication skills to resolve conflicts in work-based scenarios.

Session Three—Get Hired: Collaboration and Creativity: Students practice collaboration in the workplace.

Session Four—Get Hired: Strong Soft Skills: Students will review soft skills that are in demand by employers and rate their own soft skills.

Session Five—Know Your Work Priorities: Students learn that in the current workforce, people change jobs or careers several times over a lifetime.

Session Six—Know Who's Hiring: Students analyze factors to consider when researching careers.

Session Seven—Know Your Personal Brand: Students rate candidates applying for a job.

Common Core ELA Standards Grades 9-10

RI. Reading for Informational Text

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X						X
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.					X	X	X
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	X	X			X	X	X
RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	X						X

W. Writing

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.							X
W.9-10.2 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.							X
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	X						X

SL. Speaking and Listening

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	X	X	X	X	X	X	X
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	X	X	X	X	X	X	X
SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	X	X	X	X	X		X
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	X	X	X	X	X		X
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	X	X	X	X			

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Common Core ELA Standards Grades 9-10 cont.

L. Language

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X	X	X	X	X
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X						X
L.9-10.3 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.		X		X	X	X	X
L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.		X		X	X	X	

RH. Reading Standards for Literacy in History/Social Studies

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	X						
RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	X	X			X		
RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.		X			X		
RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.		X			X		

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Common Core ELA Standards Grades 11-12

RI. Reading for Informational Text

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.	X						X
RI.11-12.2 Determine a central idea of a text and analyze its development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.						X	X
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.	X	X			X	X	X
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.		X			X		X

W. Writing

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.							X
W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.							
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	X						X
W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.							X

SL. Speaking and Listening

SL.11-12.1 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.	X	X	X	X	X	X	X
SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	X	X	X	X	X	X	X
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.		X		X	X		X

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Common Core ELA Standards Grades 11-12 cont.							
SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.		X	X	X	X		X
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		X	X	X			

L. Language

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X		X	X	X	X
L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X						X
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.		X		X	X	X	X
L.11-12.4 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.		X		X	X	X	X
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.		X		X	X	X	X

RH. Reading Standards for Literacy in History/Social Studies

<i>RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</i>	X						
<i>RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</i>	X				X		
<i>RH.11-12.8 Evaluate and author's premises, claims and evidence by corroborating or challenging them with other information.</i>					X		
<i>RH.11-12.9 Integrate information from diverse sources into a coherent understanding of an idea or event.</i>	X						

Italics denote recently added standards.

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