

**American Careers High School Edition – 2008**  
**Aligned with Arizona Standards**

**PROJECT TITLE: 21ST CENTURY AGRICULTURE**

<b>Reading</b>	<b>Writing</b>
<p><b>Strand 1: Reading Process</b>  <b>Concept 4: Vocabulary</b></p> <p style="padding-left: 40px;">PO 2. Infer word meanings from context.</p> <p><b>Concept 6: Comprehension Strategies</b>            PO 4. Connect information and events in text to experience and to related text and sources.</p> <p><b>Strand 3: Comprehending Informational Text</b>  <b>Concept 1: Expository Text</b></p> <p style="padding-left: 40px;">PO 1. Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.</p> <p style="padding-left: 40px;">PO 6. Use knowledge of modes of expository writing to interpret text.</p> <p style="padding-left: 40px;">PO 7. Make relevant inference by synthesizing concepts and ideas from a single reading selection.</p> <p style="padding-left: 40px;">PO 8. Support conclusions drawn from ideas and concepts in expository text.</p>	<p><b>Strand 1: Writing Process</b>  <b>Concept 1: Prewriting</b></p> <p style="padding-left: 40px;">PO 1. Generate ideas through a variety of activities.</p> <p style="padding-left: 40px;">PO 4. Establish a controlling idea appropriate to the type of writing.</p> <p style="padding-left: 40px;">PO 6. Maintain a record of writing ideas.</p> <p><b>Concept 2: Drafting</b>            PO 1. Use a prewriting plan to develop the main idea(s) with supporting details.</p> <p style="padding-left: 40px;">PO 2. Sequence ideas into a cohesive, meaningful order.</p> <p><b>Concept 3: Revising</b>            PO 2. Add details to the draft to more effectively accomplish the purpose.</p> <p><b>Concept 4: Editing</b>            PO 4. Apply appropriate tools or strategies to edit the draft.</p> <p><b>Strand 2: Writing Components</b>  <b>Concept 1: Ideas and Content</b></p> <p style="padding-left: 40px;">PO 1. Maintain a clear, narrow focus to support the topic.</p> <p style="padding-left: 40px;">PO 3. Provide sufficient, relevant, and carefully selected details for support.</p> <p><b>Concept 2: Organization</b>            PO 3. Place details appropriately to support the main idea.</p> <p><b>Concept 3: Voice</b>            PO 3. Choose appropriate voice for the application.</p>

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**PROJECT TITLE: 21ST CENTURY AGRICULTURE (continued)**

<b>Writing (continued)</b>	<b>Science</b>
<p><b>Concept 4: Word Choice</b>            PO 3. Use words that evoke clear images.</p> <p><b>Concept 4: Sentence Fluency</b>            PO 3. Demonstrate a flow that is natural and powerful when read aloud.</p> <p><b>Concept 6: Conventions</b>            PO 1. Use capitals correctly.</p> <p>PO 2. Use commas to correctly punctuate.</p> <p>PO 9. Spell words correctly.</p> <p>PO 11. Demonstrate control of grammar and usage in writing.</p> <p><b>Strand 3: Writing Applications</b>  <b>Concept 2: Expository</b></p> <p>PO 1. Write an explanatory, multi-paragraph essay that communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate.</p>	<p><b>Strand 2: History and Nature of Science</b>  <b>Concept 1: History of Science as a Human Endeavor</b></p> <p>PO 3. Analyze how specific changes in science have affected society.</p> <p><b>Strand 3: Science in Personal and Social Perspectives</b>  <b>Concept 1: Changes in Environments</b></p> <p>PO 1. Evaluate how the processes of natural ecosystems affect, and are affected by humans.</p> <p><b>Concept 2: Science and Technology in Society</b>            PO 2. Recognize the importance of basing arguments on a thorough understanding of the core concepts and principles of science and technology.</p>

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**PROJECT TITLE: 21ST CENTURY AGRICULTURE (continued)**

**PROJECT TITLE: MANAGING HAZARDS**

<b>Social Studies</b>	<b>Reading</b>
<p><b>Strand 1: American History</b>  <b>Concept 10: Contemporary United States</b></p> <p>PO 3. Describe how key political, social, environmental, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.</p> <p><b>Strand 2: World History</b>  <b>Concept 9: Contemporary World</b></p> <p>PO 4. Examine environmental issues from a global perspective.</p> <p><b>Strand 4: Geography</b>  <b>Concept 5: Environment and Society</b></p> <p>PO 1. Analyze how the Earth’s natural systems affect humans.</p> <p>PO 4. Analyze the environmental effects of human use of technology on the environment.</p>	<p><b>Strand 1: Reading Process</b>  <b>Concept 6.:Comprehension Strategies</b></p> <p>PO 4. Connect information and events in text to experience and to related text and sources.</p> <p><b>Strand 3: Comprehending Informational Text</b>  <b>Concept 1: Expository Text</b></p> <p>PO 3. Locate specific information by using organizational features in expository text.</p>

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**PROJECT TITLE: MANAGING HAZARDS (continued)**

<p><b>Writing</b></p> <p><b>Strand 1: Writing Process</b>  <b>Concept 1: Prewriting</b></p> <p>PO 4. Establish a controlling idea appropriate to the type of writing.</p> <p><b>Concept 2: Drafting</b></p> <p>PO 2. Sequence ideas into a cohesive, meaningful order.</p> <p><b>Concept 3: Revising</b></p> <p>PO 2. Add details to the draft to more effectively accomplish the purpose.</p> <p>PO 8. Use resources and reference materials to select more effective and precise language.</p> <p><b>Concept 4: Editing</b></p> <p>PO 4. Apply appropriate tools or strategies to edit the draft.</p> <p><b>Concept 5: Publishing</b></p> <p>PO 1. Prepare writing that follows a format appropriate for the purpose.</p> <p><b>Strand 2: Writing Components</b>  <b>Concept 1: Ideas and Content</b></p> <p>PO 1. Maintain a clear, narrow focus to support the topic.</p> <p>PO 2. Write with an identifiable purpose and for a specific audience.</p> <p>PO 3. Provide sufficient, relevant, and carefully selected details for support.</p>	<p><b>Concept 2: Organization</b></p> <p>PO 3. Place details appropriately to support the main idea.</p> <p><b>Concept 3: Voice</b></p> <p>PO 5. Use language appropriate to purpose, topic and audience.</p> <p><b>Concept 4: Word Choice</b></p> <p>PO 3. Use words that evoke clear images.</p> <p><b>Concept 6: Conventions</b></p> <p>PO 1. Use capitals correctly.</p> <p>PO 2. Use commas to correctly punctuate.</p> <p>PO 9. Spell words correctly.</p> <p>PO 11. Demonstrate control of grammar and usage in writing.</p> <p><b>Strand 3: Writing Applications</b>  <b>Concept 2: Expository</b></p> <p>PO 1. Write an explanatory, multi-paragraph essay.</p>
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**PROJECT TITLE: MANAGING HAZARDS (continued)**

<b>Science</b>	<b>Social Studies</b>
<p><b>Strand 1: Inquiry Process</b>  <b>Concept 1: Observations, Questions, and Hypotheses</b></p> <p>PO 1. Evaluate scientific information for relevance to a given problem.</p>	<p><b>Strand 2: World History</b>  <b>Concept 9: Contemporary World</b></p> <p>PO 4. Examine environmental issues from a global perspective.</p> <p><b>Strand 4: Geography</b>  <b>Concept 3: Physical Systems</b></p> <p>PO 2. Analyze different points of view on the use of renewable and nonrenewable resources in Arizona.</p> <p>PO 3. Analyze how earth's internal changes influence the character of places.</p> <p>PO 4. Analyze how hydrology influences the natural character of a place.</p> <p><b>Concept 5: Environment and Society</b></p> <p>PO 4. Analyze the environmental effects of human use of technology on the environment.</p> <p><b>Concept 6: Geographic Applications</b></p> <p>PO 2. Analyze how changing perceptions of places and environments affect the choices of people and institutions.</p>

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**PROJECT TITLE: DINING OUT?**

<b>Reading</b>	<b>Writing</b>
<p><b>Strand 1: Reading Process</b>  <b>Concept 6: Comprehension Strategies</b></p> <p>PO 4. Connect information and events in text to experience and to related text and sources.</p>	<p><b>Strand 1: Writing Process</b>  <b>Concept 1: Prewriting</b></p> <p>PO 2. Determine the purpose of an intended writing piece.</p> <p>PO 4. Establish a controlling idea appropriate to the type of writing.</p> <p><b>Concept 3: Revising</b></p> <p>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</p> <p>PO 2. Add details to the draft to more effectively accomplish the purpose.</p> <p>PO 8. Use resources and reference materials to select more effective and precise language.</p> <p><b>Concept 4: Editing</b></p> <p>PO 4. Apply appropriate tools or strategies to edit the draft.</p> <p><b>Concept 5: Publishing</b></p> <p>PO 1. Prepare writing that follows a format appropriate for the purpose.</p> <p>PO 2. Include such techniques as principles of design and graphics.</p>

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**PROJECT TITLE: DINING OUT? (continued)**

<p><b>Writing (continued)</b></p> <p><b>Strand 2: Writing Components</b>  <b>Concept 1: Ideas and Content</b></p> <p>PO 1. Maintain a clear, narrow focus to support the topic.</p> <p>PO 2. Write with an identifiable purpose and for a specific audience.</p> <p>PO 3. Provide sufficient, relevant, and carefully selected details for support.</p> <p>PO 5. Include ideas and details that show original perspective and insights.</p> <p><b>Concept 2: Organization</b></p> <p>PO 1. Use a structure that fits the type of writing.</p> <p><b>Concept 3: Voice</b></p> <p>PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</p> <p>PO 5. Use language appropriate to purpose, topic, and audience.</p> <p><b>Concept 4: Word Choice</b></p> <p>PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message.</p> <p>PO 3. Use words that evoke clear images.</p>	<p><b>Concept 6: Conventions</b></p> <p>PO 1. Use capitals correctly.</p> <p>PO 2. Use commas to correctly punctuate.</p> <p>PO 9. Spell words correctly.</p> <p><b>Strand 3: Writing Applications</b>  <b>Concept 1: Expressive</b></p> <p>PO 1. Write a reflective personal narrative that describes with specific details the sights, sounds, and smells of the scenes.</p> <p><b>Concept 4: Persuasive</b></p> <p>PO 1. Write a persuasive composition that addresses the reader's concerns.</p>
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**PROJECT TITLE: DINING OUT? (continued)**

**PROJECT TITLE: I'M THE BOSS!**

<b>Social Studies</b>	<b>Reading</b>
<p><b>Strand 4: Geography</b>  <b>Concept 6: Geographic Applications</b></p> <p>PO 1. Analyze how geographic knowledge, skills and perspectives are used to solve contemporary problems.</p> <p><b>Strand 5: Economics</b>  <b>Concept 1: Foundations of Economics</b></p> <p>PO 2. Analyze production possibilities curves to describe opportunity costs and trade-offs.</p> <p><b>Concept 5: Personal Finance</b></p> <p>PO 2. Analyze how advertising influences consumer choices.</p>	<p><b>Strand 4: Vocabulary</b></p> <p>PO 1. Determine the meaning of vocabulary, using linguistic roots and affixes.</p>



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**PROJECT TITLE: I'M THE BOSS! (continued)**

<b>Writing</b>	<b>Social Studies</b>
<p><b>Strand 1: Writing Process</b>  <b>Concept 1: Prewriting</b></p> <p>PO 1. Generate ideas through a variety of activities.</p> <p>PO 4. Establish a controlling idea appropriate to the type of writing.</p> <p><b>Strand 2: Writing Components</b>  <b>Concept 1: Ideas and Content</b></p> <p>PO 4. Demonstrate a thorough, balanced explanation of the topic.</p> <p><b>Concept 2: Organization</b></p> <p>PO 3. Place details appropriately to support the main idea.</p> <p><b>Concept 3: Voice</b></p> <p>PO 5. Use language appropriate to purpose, topic, and audience.</p> <p><b>Strand 3: Writing Applications</b>  <b>Concept 4: Persuasive</b></p> <p>PO 1. Write a persuasive composition.</p>	<p><b>Strand 5: Economics</b>  <b>Concept 2: Microeconomics</b></p> <p>PO 1. Describe how the interdependence of both households and firms is affected by trade, exchange, money and banking: the role of entrepreneurs in a market economy and how profit is an incentive that leads entrepreneurs to accept risks of business failure.</p> <p>PO 2. Describe how markets function.</p> <p><b>Concept 5: Personal Finance</b></p> <p>PO 1. Explain how education, career choices, and family obligations affect future income.</p>

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**PROJECT TITLE: YOUR INTERESTS MATTER**

<b>Reading</b>	<b>Writing</b>
<p><b>Strand 1: Reading Process</b>  <b>Concept 4: Vocabulary</b></p> <p>PO 2. Infer word meanings from context.</p> <p><b>Strand 3: Comprehending Informational Text</b>  <b>Concept 1: Expository Text</b></p> <p>PO 5. Interpret graphic sources of information to support ideas.</p> <p>PO 8. Support conclusions drawn from ideas and concepts in expository text.</p>	<p><b>Strand 1: Writing Process</b>  <b>Concept 1: Prewriting</b></p> <p>PO 2. Determine the purpose of an intended writing piece.</p> <p>PO 6. Maintain a record of writing ideas.</p> <p><b>Concept 2: Drafting</b></p> <p>PO 2. Sequence ideas into a cohesive, meaningful order.</p> <p><b>Strand 2: Writing Components</b>  <b>Concept 1: Ideas and Content</b></p> <p>PO 1. Maintain a clear, narrow focus to support the topic.</p> <p><b>Concept 2: Organization</b></p> <p>PO 1. Use a structure that fits the type of writing.</p> <p><b>Concept 3: Voice</b></p> <p>PO 3. Choose appropriate voice for the application.</p> <p><b>Concept 4: Word Choice</b></p> <p>PO 3. Use words that evoke clear images.</p> <p><b>Concept 5: Sentence Fluency</b></p> <p>PO 3. Demonstrate a flow that is natural and powerful when read aloud.</p>

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**PROJECT TITLE: YOUR INTERESTS MATTER (continued)**

<b>Writing (continued)</b>	<b>Social Studies</b>
<p><b>Concept 6: Conventions</b></p> <p>PO 1. Use capitals correctly.</p> <p>PO 2. Use commas to correctly punctuate.</p> <p>PO 9. Spell word correctly.</p> <p><b>Strand 3: Writing Applications</b></p> <p><b>Concept 2: Expository</b></p> <p>PO 1. Write an explanatory, multi-paragraph essay.</p>	<p><b>Strand 3: Civics/Government</b></p> <p>PO 3. Examine the basic political, social responsibilities of citizenship.</p>

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**PROJECT TITLE: SOFT SKILLS**

<b>Writing</b>	
<p><b>Strand 1: Writing Process</b>  <b>Concept 1: Prewriting</b></p> <p>PO 4. Establish a controlling idea appropriate to the type of writing.</p> <p><b>Concept 2: Drafting</b></p> <p>PO 2. Sequence ideas into a cohesive, meaningful order.</p> <p><b>Concept 3: Revising</b></p> <p>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</p> <p><b>Strand 2: Writing Components</b>  <b>Concept 1: Ideas and Content</b></p> <p>PO 1. Maintain a clear narrow focus to support the topic.</p> <p>PO 5. Include ideas and details that show original perspective and insights.</p> <p><b>Concept 2: Organization</b></p> <p>PO 3. Place details appropriately to support the main idea.</p> <p><b>Concept 5: Sentence Fluency</b></p> <p>PO 1. Use a variety of sentence structures and lengths to reinforce relationships among ideas and to enhance the flow of the writing.</p>	<p><b>Concept 6: Conventions</b></p> <p>PO 1. Use capitals correctly.</p> <p>PO 2. Use commas to correctly punctuate.</p> <p>PO 9. Spell words correctly.</p> <p><b>Strand 3: Writing Applications</b>  <b>Concept 2: Expository</b></p> <p>PO 1. Write an explanatory, multi-paragraph essay.</p>

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**PROJECT TITLE: SOFT SKILLS (continued)**

**Project Title: It's Show Time**

<b>Social Studies</b>	<b>Reading</b>
<p><b>Strand 3: Civics/Government</b></p> <p>PO 3. Examine the basic political, social responsibilities of citizenship.</p>	<p><b>Strand 1: Reading Process</b> <b>Concept 4: Vocabulary</b></p> <p>PO 2. Infer word meanings from context.</p> <p><b>Concept 6: Comprehension Strategies</b></p> <p>PO 4. Connect information and events in text to experience and to related text and sources.</p> <p><b>Strand 3: Comprehending Informational Text</b> <b>Concept 1: Expository Text</b></p> <p>PO 3. Locate specific information by using organizational features in expository text.</p>

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**PROJECT TITLE: IT'S SHOW TIME (continued)**

<p><b>Writing</b></p> <p><b>Strand 1: Writing Process</b>  <b>Concept 1: Prewriting</b></p> <p style="padding-left: 40px;">PO 4. Establish a controlling idea appropriate to the type of writing.</p> <p><b>Concept 2: Drafting</b></p> <p style="padding-left: 40px;">PO 2. Sequence ideas into a cohesive, meaningful order.</p> <p><b>Concept 3: Revising</b></p> <p style="padding-left: 40px;">PO 8. Use resources and reference materials to select more effective and precise language.</p> <p><b>Concept 4: Editing</b></p> <p style="padding-left: 40px;">PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.</p> <p><b>Strand 2: Writing Components</b>  <b>Concept 1: Ideas and Content</b></p> <p style="padding-left: 40px;">PO 1. Maintain a clear, narrow focus to support the topic.</p> <p style="padding-left: 40px;">PO 4. Demonstrate a thorough, balanced explanation of the topic.</p> <p><b>Concept 2: Organization</b></p> <p style="padding-left: 40px;">PO 1. Use a structure that fits the type of writing.</p> <p><b>Concept 3: Voice</b></p> <p style="padding-left: 40px;">PO 5. Use language appropriate to purpose, topic, and audience.</p>	<p><b>Concept 4: Word Choice</b></p> <p style="padding-left: 40px;">PO 3. Use words that evoke clear images.</p> <p><b>Concept 5: Sentence Fluency</b></p> <p style="padding-left: 40px;">PO 1. Use a variety of sentence structures, lengths to reinforce relationships among ideas and to enhance the flow of the writing.</p> <p><b>Concept 6: Conventions</b></p> <p style="padding-left: 40px;">PO 1. Use capitals correctly.</p> <p style="padding-left: 40px;">PO 2. Use commas to correctly punctuate.</p> <p style="padding-left: 40px;">PO 9. Spell words correctly.</p> <p><b>Strand 3: Writing Applications</b>  <b>Concept 2: Expository</b></p> <p style="padding-left: 40px;">PO 1. Write an explanatory, multi-paragraph essay.</p>
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**PROJECT TITLE: IT'S SHOW TIME** *(continued)*

**PROJECT TITLE: PASS ON THE POSITIVE**

<b>Social Studies</b>	<b>Writing</b>
<p><b>Strand 1: American History</b> <b>Concept 10: Contemporary United States</b></p> <p>PO 1. Describe current events using information from class discussions and various resources.</p> <p>PO 2. Identify the connection between current and historical events and issues using information from class discussions and various resources.</p>	<p><b>Strand 1: Writing Process</b> <b>Concept 1: Prewriting</b></p> <p>PO 1. Determine the purpose of an intended writing piece.</p> <p><b>Concept 2: Drafting</b></p> <p>PO 1. Use a prewriting plan to develop the main idea(s) with supporting details.</p> <p>PO 2. Sequence ideas into a cohesive, meaningful order.</p> <p><b>Concept 4: Editing</b></p> <p>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.</p> <p><b>Strand 2: Writing Components</b> <b>Concept 1: Ideas and Content</b></p> <p>PO 1. Maintain a clear, narrow focus to support the topic.</p> <p>PO 3. Provide sufficient, relevant, and carefully selected details for support.</p> <p><b>Concept 2: Organization</b></p> <p>PO 1. Use a structure that fits the type of writing.</p> <p><b>Concept 3: Voice</b></p> <p>PO 4. Use engaging and expressive language that shows a commitment to the topic.</p>

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**PROJECT TITLE: PASS ON THE POSITIVE (continued)**

<b>Writing (continued)</b>	<b>Social Studies</b>
<p><b>Concept 4: Word Choice</b></p> <p>PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message.</p> <p><b>Concept 5: Sentence Fluency</b></p> <p>PO 1. Use a variety of sentence structures and lengths to reinforce relationships among ideas and to enhance the flow of the writing.</p> <p><b>Concept 6: Conventions</b></p> <p>PO 1. Use capitals correctly.</p> <p>PO 2. Use commas to correctly punctuate.</p> <p>PO 9. Spell words correctly.</p> <p><b>Strand 3: Writing Applications</b></p> <p><b>Concept 1: Expressive</b></p> <p>PO 1. Write a reflective personal narrative.</p>	<p><b>Strand 3: Civics/Government</b></p> <p><b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b></p> <p>PO 3. Examine the basic political, social responsibilities of citizenship.</p>



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**PROJECT TITLE: DO YOU WANT TO WORK FOREVER?**

<b>Reading</b>	<b>Writing</b>
<p><b>Strand 1: Reading Process</b>  <b>Concept 4: Vocabulary</b></p> <p style="padding-left: 40px;">PO 2. Infer word meanings from context.</p> <p><b>Concept 6: Comprehension Strategies</b></p> <p style="padding-left: 40px;">PO 4. Connect information and events in text to experience and to related text and sources.</p> <p><b>Strand 3: Comprehending Informational Text</b></p> <p style="padding-left: 40px;">PO 4. Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs and/or timelines for a research document or other assigned tasks.</p>	<p><b>Strand 1: Writing Process</b>  <b>Concept 1: Prewriting</b></p> <p style="padding-left: 40px;">PO 4. Establish a controlling idea appropriate to the type of writing.</p> <p><b>Concept 2: Drafting</b></p> <p style="padding-left: 40px;">PO 1. Use a prewriting plan to develop the main idea(s) with supporting details.</p> <p style="padding-left: 40px;">PO 2. Sequence ideas into a cohesive, meaningful order.</p> <p><b>Concept 3: Revising</b></p> <p style="padding-left: 40px;">PO 2. Add details to the draft to more effectively accomplish the purpose.</p> <p><b>Concept 4: Editing</b></p> <p style="padding-left: 40px;">PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.</p> <p><b>Concept 5: Publishing</b></p> <p style="padding-left: 40px;">PO 1. Prepare writing that follows a format appropriate for the purpose.</p>

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**PROJECT TITLE: DO YOU WANT TO WORK FOREVER?**

<b>Writing (continued)</b>	
<p><b>Strand 2: Writing Components</b>  <b>Concept 1: Ideas and Content</b></p> <p>PO 1. Maintain a clear, narrow focus to support the topic.</p> <p>PO 3. Provide sufficient, relevant, and carefully selected details for support.</p> <p>PO 4. Demonstrate a thorough, balanced explanation of the topic.</p> <p><b>Concept 2: Organization</b></p> <p>PO 3. Place details appropriately to support the main idea.</p> <p><b>Concept 3: Voice</b></p> <p>PO 5. Use language appropriate to purpose, topic, and audience.</p> <p><b>Concept 4: Word Choice</b></p> <p>PO 3. Use words that evoke clear images.</p> <p><b>Concept 5: Sentence Fluency</b></p> <p>PO 1. Use a variety of sentence structures and lengths to reinforce relationships among ideas and to enhance the flow of the writing.</p>	<p><b>Concept 6: Conventions</b></p> <p>PO 1. Use capitals correctly.</p> <p>PO 2. Use commas to correctly punctuate.</p> <p>PO 9. Spell words correctly.</p> <p><b>Strand 3: Writing Applications</b>  <b>Concept 1: Expressive</b></p> <p>PO 1. Write a reflective personal narrative.</p>

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**PROJECT TITLE: DO YOU WANT TO WORK FOREVER? (continued)**

<b>Math</b>	<b>Social Studies</b>
<p><b>Strand 1: Number Sense and Operations</b>  <b>Concept 2: Numerical Operations</b></p> <p>PO 5. Use grade level-appropriate mathematical terminology.</p> <p><b>Concept 3: Estimation</b></p> <p>PO 3. Determine rational approximations of irrational numbers.</p> <p><b>Strand 2: Data Analysis, Probability and Discrete Mathematics</b>  <b>Concept 1: Data Analysis (Statistics)</b></p> <p>PO 11. Evaluate the reasonableness of conclusions drawn from data analysis.</p> <p><b>Concept 2: Probability</b></p> <p>PO 1. Find the probability that a specific event will occur, with or without replacement.</p>	<p><b>Strand 5: Economics</b>  <b>Concept 1: Foundations of Economics</b></p> <p>PO 1. Analyze the implications of scarcity.</p> <p>PO 4. Evaluate the economic implications of current events from a variety of sources.</p> <p>PO 5. Interpret economic information using charts, tables, graphs, equations, and diagrams.</p> <p><b>Concept 2: Microeconomics</b></p> <p>PO 1. Describe how the interdependence of both households and firms is affected by trade, exchange, money and banking.</p> <p><b>Concept 5: Personal Finance</b></p> <p>PO 1. Explain how education, career choices, and family obligations affect future income.</p> <p>PO 3. Determine short and long-term financial goals and plans, including income, spending, saving and investing.</p> <p>PO 4. Compare the advantages and disadvantages of using various forms of credit and the determinants of credit history.</p> <p>PO 6. Identify investment options available to individuals and households.</p>

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**PROJECT TITLE: WHO HAS THE ANSWER?**

<b>Reading</b>	<b>Social Studies</b>
<p><b>Strand 1: Reading Process</b>  <b>Concept 6: Comprehension Strategies</b></p> <p>PO 4. Connect information and events in text to experience and to related text and sources.</p> <p><b>Strand 3: Comprehending Informational Text</b>  <b>Concept 2: Functional Text</b></p> <p>PO 1. Synthesize information from multiple sources to solve a problem.</p>	<p><b>Strand 3: Civics/Government</b>  <b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b></p> <p>PO 1. Analyze basic individual rights and freedoms guaranteed by Amendments and laws.</p> <p>PO 3. Examine the basic political, social responsibilities of citizenship.</p>

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**PROJECT TITLE: BEYOND BRUSHING**

<b>Reading</b>	<b>Social Studies</b>
<p><b>Strand 1: Reading Process</b>  <b>Concept 4: Vocabulary</b></p> <p style="padding-left: 40px;">PO 2. Infer word meanings from context.</p> <p><b>Concept 6: Comprehension Strategies</b></p> <p style="padding-left: 40px;">PO 4. Connect information and events in text to experience and to related text and sources.</p> <p><b>Strand 3: Comprehending Informational Text</b>  <b>Concept 1: Expository Text</b></p> <p style="padding-left: 40px;">PO 3. Locate specific information by using organizational features in expository text.</p>	<p><b>Strand 5: Economics</b>  <b>Concept 1: Foundations of Economics</b></p> <p style="padding-left: 40px;">PO 3. Describe the characteristics of the mixed-market economy of the United States.</p>

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**Project Title: Float or Sink Together**

<b>Reading</b>	<b>Writing</b>
<p><b>Strand 1: Reading Process</b>  <b>Concept 4: Vocabulary</b></p> <p>PO 2. Infer word meanings from context</p> <p><b>Concept 6: Comprehension Strategies</b></p> <p>PO 4. Connect information and events in text to experience and to related text and sources.</p> <p><b>Strand 3: Comprehending Informational Text</b>  <b>Concept 1: Expository Text</b></p> <p>PO 7. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.</p> <p>PO 8. Support conclusions drawn from ideas and concepts in expository text.</p>	<p><b>Strand 1: Writing Process</b>  <b>Concept 1: Prewriting</b></p> <p>PO 1. Generate ideas through a variety of activities.</p> <p><b>Concept 2: Drafting</b></p> <p>PO 1. Use a prewriting plan to develop the main idea(s) with supporting details.</p> <p><b>Concept 4: Editing</b></p> <p>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.</p> <p><b>Strand 2: Writing Components</b>  <b>Concept 1: Ideas and Content</b></p> <p>PO 1. Maintain a clear, narrow focus to support the topic.</p> <p><b>Concept 2: Organization</b></p> <p>PO 3. Place details appropriately to support the main idea.</p> <p><b>Concept 3: Voice</b></p> <p>PO 3: Choose appropriate voice for the application.</p> <p><b>Concept 4: Work Choice</b></p> <p>PO 3. Use words that evoke clear images.</p>

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**Project Title: Float or Sink Together**

<b>Writing (continued)</b>	<b>Social Studies</b>
<p><b>Concept 5: Sentence Fluency</b></p> <p>PO 1. Use a variety of sentence structures and lengths to reinforce relationships among ideas and to enhance the flow of the writing.</p> <p><b>Concept 6: Conventions</b></p> <p>PO 1. Use capitals correctly.</p> <p>PO 2. Use commas to correctly punctuate.</p> <p>PO 9. Spell words correctly.</p> <p><b>Strand 3: Writing Applications</b></p> <p><b>Concept 1: Expressive</b></p> <p>PO 1. Write a reflective personal narrative.</p>	<p><b>Strand 3: Civics/Government</b></p> <p><b>Concept 4: Rights, Responsibilities and Roles of Citizenship</b></p> <p>PO 3. Examine the basic political, social responsibilities of citizenship.</p> <p>PO 4. Demonstrate the skills and knowledge needed to accomplish public purposes.</p>

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**PROJECT TITLE: RULES TO LIVE BY**

<b>Reading</b>	<b>Writing</b>
<p><b>Strand 1: Reading Process</b>  <b>Concept 6: Comprehension Strategies</b></p> <p>PO 3: Use graphic organizers in order to clarify the meaning of the text.</p> <p>PO 4. Connect information and events in text to experience and to related text and sources.</p>	<p><b>Strand 1: Writing Process</b>  <b>Concept 1: Prewriting</b></p> <p>PO 1. Generate ideas through a variety of activities.</p> <p>PO 5. Use organizational strategies to plan writing.</p> <p><b>Concept 2: Drafting</b></p> <p>PO 2. Sequence ideas into a cohesive, meaningful order.</p> <p><b>Concept 3: Revising</b></p> <p>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice and sentence fluency.</p> <p>PO 2. Add details to the draft to more effectively accomplish the purpose.</p> <p>PO 6. Use a variety of sentence structures to improve sentence fluency in the draft.</p> <p><b>Concept 4: Editing</b></p> <p>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.</p> <p><b>Concept 5: Publishing</b></p> <p>PO 1. Prepare writing that follows a format appropriate for the purpose.</p>



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**PROJECT TITLE: RULES TO LIVE BY** *(continued)*

<b>Writing</b> <i>(continued)</i>	
<p><b>Strand 2: Writing Components</b>  <b>Concept 1: Ideas and Content</b></p> <p>PO 1. Maintain a clear, narrow focus to support the topic.</p> <p>PO 5. Include ideas and details that show original perspective and insights.</p> <p><b>Concept 2: Organization</b></p> <p>PO 1. Use a structure that fits the type of writing.</p> <p><b>Concept 3: Voice</b></p> <p>PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</p> <p>PO 5. Use language appropriate to purpose, topic and audience.</p> <p><b>Concept 4: Word Choice</b></p> <p>PO 2. Use vocabulary that is original, varied, and natural.</p> <p>PO 3. Use words that evoke clear images.</p> <p><b>Concept 5: Sentence Fluency</b></p> <p>PO 1. Use a variety of sentence structures and lengths to reinforce relationships among ideas and to enhance the flow of the writing.</p>	<p><b>Concept 6: Conventions</b></p> <p>PO 1. Use capitals correctly.</p> <p>PO 2. Use commas to correctly punctuate.</p> <p>PO 9. Spell words correctly.</p> <p><b>Strand 3: Writing Applications</b>  <b>Concept 1: Expressive</b></p> <p>PO 1. Write a reflective personal narrative.</p>

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**PROJECT TITLE: RULES TO LIVE BY** *(continued)*

**PROJECT TITLE: HONESTY IS THE BEST POLICY**

<b>Social Studies</b>	<b>Writing</b>
<p><b>Strand 3: Civics/Government</b>  <b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b></p> <p>PO 3. Examine the basic political, social responsibilities of citizenship.</p> <p><b>Strand 5: Economics</b>  <b>Concept 5: Personal Finance</b></p> <p>PO 1. Explain how education, career choices, and family obligations affect future income.</p>	<p><b>Strand 1: Writing Process</b>  <b>Concept 1: Prewriting</b></p> <p>PO 1. Generate ideas through a variety of activities.</p> <p><b>Concept 2: Drafting</b></p> <p>PO 1. Use a prewriting plan to develop the main idea(s) with supporting details.</p> <p><b>Concept 3: Revising</b></p> <p>PO 2. Add details to the draft to more effectively accomplish the purpose.</p> <p><b>Concept 4: Editing</b></p> <p>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.</p> <p><b>Strand 2: Writing Components</b>  <b>Concept 1: Ideas and Content</b></p> <p>PO 1. Maintain a clear, narrow focus to support the topic.</p> <p>PO 5. Include ideas and details that show original perspective and insights.</p> <p><b>Concept 2: Organization</b></p> <p>PO 1. Use a structure that fits the type of writing.</p>

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**PROJECT TITLE: HONESTY IS THE BEST POLICY (continued)**

<b>Writing (continued)</b>	<b>Social Studies</b>
<p><b>Concept 3: Voice</b></p> <p>PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</p> <p>PO 5. Use language appropriate to purpose, topic and audience.</p> <p><b>Concept 4: Word Choice</b></p> <p>PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message.</p> <p><b>Concept 6: Conventions</b></p> <p>PO 1. Use capitals correctly.</p> <p>PO 2. Use commas to correctly punctuate.</p> <p>PO 9. Spell words correctly.</p> <p><b>Strand 3: Writing Applications</b>  <b>Concept 4: Persuasive</b></p> <p>PO 1. Write a persuasive composition.</p>	<p><b>Strand 3: Civics/Government</b>  <b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b></p> <p>PO 3. Examine the basic political, social responsibilities of citizenship.</p>

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**PROJECT TITLE: SHOULD YOU TRUST AN EYEWITNESS?**

<b>Reading</b>	<b>Writing</b>
<p><b>Strand 1: Reading Process</b>  <b>Concept 4: Vocabulary</b></p> <p style="padding-left: 40px;">PO 2. Infer word meanings from context.</p> <p><b>Concept 6: Comprehension Strategies</b></p> <p style="padding-left: 40px;">PO 4. Connect information and events in text to experience and to related text and sources.</p> <p><b>Strand 3: Comprehending Informational Text</b></p> <p style="padding-left: 40px;">PO 7. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.</p> <p style="padding-left: 40px;">PO 8. Support conclusions drawn from ideas and concepts in expository text.</p>	<p><b>Strand 1: Writing Process</b>  <b>Concept 1: Prewriting</b></p> <p style="padding-left: 40px;">PO 4. Establish a controlling idea appropriate to the type of writing.</p> <p><b>Concept 2: Drafting</b></p> <p style="padding-left: 40px;">PO 1. Use a prewriting plan to develop the main idea(s) with supporting details.</p> <p style="padding-left: 40px;">PO 2. Sequence ideas into a cohesive, meaningful order.</p> <p><b>Concept 3: Revising</b></p> <p style="padding-left: 40px;">PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice and sentence fluency.</p> <p><b>Concept 4: Editing</b></p> <p style="padding-left: 40px;">PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.</p> <p><b>Concept 5: Publishing</b></p> <p style="padding-left: 40px;">PO 1. Prepare writing that follows a format appropriate for the purpose.</p> <p><b>Strand 2: Writing Components</b>  <b>Concept 1: Ideas and Content</b></p> <p style="padding-left: 40px;">PO 1. Maintain a clear, narrow focus to support the topic.</p> <p style="padding-left: 40px;">PO 3. Provide sufficient, relevant and carefully selected details for support.</p>

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**PROJECT TITLE: SHOULD YOU TRUST AN EYEWITNESS? (continued)**

<p><b>Writing (continued)</b></p> <p>PO 4. Demonstrate a thorough, balanced explanation of the topic.</p> <p><b>Concept 2: Organization</b></p> <p>PO 1. Use a structure that fits the type of writing.</p> <p>PO 6. Create an ending that provides a sense of resolution or closure.</p> <p><b>Concept 3: Voice</b></p> <p>PO 5. Use language appropriate to purpose, topic and audience.</p> <p><b>Concept 4: Word Choice</b></p> <p>PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message.</p> <p>PO 3. Use words that evoke clear images.</p> <p><b>Concept 5: Sentence Fluency</b></p> <p>PO 3. Demonstrate a flow that is natural and powerful when read aloud.</p> <p><b>Concept 6: Conventions</b></p> <p>PO 1. Use capitals correctly.</p> <p>PO 2. Use commas to correctly punctuate.</p> <p>PO 9. Spell words correctly.</p> <p>PO 11. Demonstrate control of grammar and usage in writing.</p>	<p><b>Strand 3: Writing Applications</b></p> <p><b>Concept 2. Expository</b></p> <p>PO 1. Write an explanatory, multi-paragraph essay.</p> <p><b>Concept 4: Persuasive</b></p> <p>PO 1. Write a persuasive composition.</p>
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**PROJECT TITLE: SHOULD YOU TRUST AN EYEWITNESS? (continued)**

<b>Science</b>	<b>Social Studies</b>
<p><b>Strand 2: History and Nature of Science</b>  <b>Concept 2: Nature of Scientific Knowledge</b></p> <p>PO 1. Specify the requirements of a valid, scientific explanation (theory), including that it be logical, subject to peer review, public, and respectful of rules of evidence.</p>	<p><b>Strand 1: American History</b>  <b>Concept 10: Contemporary United States</b></p> <p>PO 1. Describe current events using information from class discussions and various resources.</p> <p><b>Stand 3: Civics /Government</b>  <b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b></p> <p>PO 4. Demonstrate the skills and knowledge needed to accomplish public purposes.</p>

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**PROJECT TITLE: A NONTRADITIONAL GOAL**

<b>Reading</b>	<b>Writing</b>
<p><b>Strand 1: Reading Process</b>  <b>Concept 4: Vocabulary</b></p> <p style="padding-left: 40px;">PO 2. Infer word meanings from context.</p> <p><b>Concept 6: Comprehension Strategies</b></p> <p style="padding-left: 40px;">PO 4. Connect information and events in text to experience and to related text and sources.</p> <p><b>Strand 3: Comprehending Informational Text</b></p> <p style="padding-left: 40px;">PO 8. Support conclusions drawn from ideas and concepts in expository text.</p>	<p><b>Strand 1: Writing Process</b>  <b>Concept 1: Prewriting</b></p> <p style="padding-left: 40px;">PO 1. Generate ideas through a variety of activities.</p> <p style="padding-left: 40px;">PO 4. Establish a controlling idea appropriate to the type of writing.</p> <p><b>Concept 2: Drafting</b></p> <p style="padding-left: 40px;">PO 2. Sequence ideas into a cohesive, meaningful order.</p> <p><b>Concept 3: Revising</b></p> <p style="padding-left: 40px;">PO 7. Apply appropriate tools or strategies to refine the draft.</p> <p><b>Concept 4: Editing</b></p> <p style="padding-left: 40px;">PO 4. Apply appropriate tools or strategies to edit the draft.</p> <p><b>Concept 5: Publishing</b></p> <p style="padding-left: 40px;">PO 1. Prepare writing that follows a format appropriate for the purpose.</p> <p><b>Strand 2: Writing Components</b>  <b>Concept 1: Ideas and Content</b></p> <p style="padding-left: 40px;">PO 1. Maintain a clear, narrow focus to support the topic.</p> <p style="padding-left: 40px;">PO 2. Write with an identifiable purpose and for a specific audience.</p> <p style="padding-left: 40px;">PO 5. Include ideas and details that show original perspective and insights.</p>

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**PROJECT TITLE: A NONTRADITIONAL GOAL (continued)**

<b>Writing (continued)</b>	<b>Social Studies</b>
<p><b>Concept 2: Organization</b></p> <p>PO 1. Use a structure that fits the type of writing.</p> <p><b>Concept 3: Voice</b></p> <p>PO 5. Use language appropriate to purpose, topic and audience.</p> <p><b>Concept 4: Word Choice</b></p> <p>PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message.</p> <p><b>Concept 5: Sentence Fluency</b></p> <p>PO 3. Demonstrate a flow that is natural and powerful when read aloud.</p> <p><b>Concept 6: Conventions</b></p> <p>PO 1. Use capitals correctly.</p> <p>PO 2. Use commas to correctly punctuate.</p> <p>PO 9. Spell words correctly.</p> <p><b>Strand 3: Writing Applications</b>  <b>Concept 4: Persuasive</b></p> <p>PO 1. Write a persuasive composition.</p>	<p><b>Strand 1: American History</b>  <b>Concept 10: Contemporary United States</b></p> <p>PO 2. Identify the connection between current and historical events and issues using information from class discussions and various resources.</p> <p><b>Strand 3: Civics/Government</b>  <b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b></p> <p>PO 1. Analyze basic individual rights and freedoms guaranteed by Amendments and laws.</p>



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**PROJECT TITLE: FINDING OPPORTUNITIES**

<b>Reading</b>	<b>Writing</b>
<p><b>Strand 3: Comprehending Informational Text</b></p> <p>PO 7. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.</p>	<p><b>Strand 1: Writing Process</b></p> <p><b>Concept 1: Prewriting</b></p> <p>PO 5. Use organizational strategies to plan writing.</p> <p><b>Concept 2: Drafting</b></p> <p>PO 1. Use a prewriting plan to develop the main idea(s) with supporting details.</p> <p>PO 2. Sequence ideas into a cohesive, meaningful order.</p> <p><b>Concept 3: Revising</b></p> <p>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice and sentence fluency.</p> <p><b>Concept 4: Editing</b></p> <p>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.</p> <p><b>Strand 2: Writing Components</b></p> <p><b>Concept 1: Ideas and Content</b></p> <p>PO 3. Provide sufficient, relevant, and carefully selected details for support.</p> <p><b>Concept 2. Organization</b></p> <p>PO 1. Use a structure that fits the type of writing.</p>

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**PROJECT TITLE: FINDING OPPORTUNITIES** *(continued)*

<b>Writing</b> <i>(continued)</i>	<b>Math</b>
<p><b>Concept 3: Voice</b></p> <p>PO 5. Use language appropriate to purpose, topic and audience.</p> <p><b>Concept 4: Word Choice</b></p> <p>PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message.</p> <p><b>Concept 5: Sentence Fluency</b></p> <p>PO 1. Use a variety of sentence structures and lengths to reinforce relationships among ideas and to enhance the flow of the writing.</p> <p><b>Concept 6: Conventions</b></p> <p>PO 1. Use capitals correctly.</p> <p>PO 2. Use commas to correctly punctuate.</p> <p>PO 9. Spell words correctly.</p> <p><b>Strand 3: Writing Applications</b></p> <p><b>Concept 6: Research</b></p> <p>PO 1. Write a research report.</p>	<p><b>Strand 2: Data Analysis, Probability, and Discrete Mathematics</b></p> <p><b>Concept 1: Data Analysis (Statistics)</b></p> <p>PO 2. Organize collected data into an appropriate graphical representation.</p> <p>PO 9. Draw inferences from charts, tables, graphs, plots, or data sets.</p> <p>PO 11. Evaluate the reasonableness of conclusions drawn from data analysis.</p>

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**PROJECT TITLE: FINDING OPPORTUNITIES** *(continued)*

**PROJECT TITLE: KEEP TRYING**

<b>Social Studies</b>	<b>Reading</b>
<p><b>Strand 1: American History</b> <b>Concept 10: Contemporary United States</b></p> <p>PO 2. Identify the connection between current and historical events and issues using information from class discussions and various resources.</p> <p><b>Strand 5: Economics</b> <b>Concept 1: Foundations of Economics</b></p> <p>PO 2. Analyze production possibilities curves to describe opportunity costs and trade-offs.</p> <p>PO 3. Describe the characteristics of the mixed-market economy of the United States.</p> <p><b>Concept 2: Microeconomics</b></p> <p>PO 2. Describe how markets function.</p>	<p><b>Strand 1: Reading Process</b> <b>Concept 4: Vocabulary</b></p> <p>PO 2. Infer word meanings from context.</p> <p><b>Concept 6: Comprehension Strategies</b></p> <p>PO 4. Connect information and events in text to experience and to related text and sources.</p> <p><b>Strand 3: Comprehending Informational Text</b> <b>Concept 2: Functional Text</b></p> <p>PO 3. Analyze the effectiveness of functional text to achieve the stated purposes(s).</p>

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**PROJECT TITLE: KEEP TRYING (continued)**

<p><b>Writing</b></p> <p><b>Strand 1: Writing Process</b>  <b>Concept 1: Prewriting</b></p> <p>PO 1. Generate ideas through a variety of activities.</p> <p><b>Concept 2: Drafting</b></p> <p>PO 2. Sequence ideas into a cohesive, meaningful order.</p> <p><b>Concept 4: Editing</b></p> <p>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.</p> <p><b>Concept 5: Publishing</b></p> <p>PO 1. Prepare writing that follows a format appropriate for the purpose.</p> <p><b>Strand 2: Writing Components</b>  <b>Concept 1: Ideas and Content</b></p> <p>PO 4. Demonstrate a thorough, balanced explanation of the topic.</p> <p><b>Concept 2: Organization</b></p> <p>PO 1. Use a structure that fits the type of writing.</p> <p><b>Concept 3: Voice</b></p> <p>PO 5. Use language appropriate to purpose, topic, and audience.</p>	<p><b>Concept 4: Word Choice</b></p> <p>PO 3. Use words that evoke clear images.</p> <p><b>Concept 5: Sentence Fluency</b></p> <p>PO 1. Use a variety of sentence structures and lengths to reinforce relationships among ideas and to enhance the flow of the writing.</p> <p><b>Concept 6: Conventions</b></p> <p>PO 1. Use capitals correctly.</p> <p>PO 2. Use commas to correctly punctuate.</p> <p>PO 9. Spell words correctly.</p> <p><b>Strand 3: Writing Applications</b>  <b>Concept 6: Research</b></p> <p>PO 1. Write a research report.</p>
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**PROJECT TITLE: KEEP TRYING** *(continued)*

<b>Science</b>	<b>Social Studies</b>
<p><b>Strand 1: Inquiry Process</b> <b>Concept 1: Observations, Questions, and Hypotheses</b></p> <p>PO 1. Evaluate scientific information for relevance to a given problem.</p>	<p><b>Strand 1: American History</b> <b>Concept 10: Contemporary United States</b></p> <p>PO 1. Describe current events using information from class discussions and various resources.</p>

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**PROJECT TITLE: TRACKING THE GOODS**

<b>Reading</b>	<b>Math</b>
<p><b>Strand 1: Reading Process</b> <b>Concept 6: Comprehension Strategies</b></p> <p>PO 4. Connect information and event in text to experience and to related text and sources.</p>	<p><b>Strand 1. Number Sense and Operations</b> <b>Concept 2: Numerical Operations</b></p> <p>PO 2. Solve word problems using grade-level appropriate operations and numbers.</p>

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**PROJECT TITLE: TRACKING THE GOODS** *(continued)*

<p><b>Social Studies</b></p> <p><b>Strand 4: Geography</b> <b>Concept 1: The World in Spatial Terms</b></p> <p>PO 4. Use an atlas to access information.</p>	
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