

Course Syllabus
Randleman High School

Occupational English I

Ms. Dominick

I can be reached at 498-2682 ext. 323 or
by e-mail at cdominick@randolph.k12.nc.us

Pre-requisite

None

Course Description

This course is designed for students to explore and examine a variety of communication modes and the importance each plays in daily living and employment settings. They apply reading and writing skills to interpret and express factual, functional information. They use oral language skills to communicate effectively in both formal and informal situations. In Occupational English I students will:

- Expand basic telephone skills for work and home.
- Write complete simple and compound sentences.
- Take and support positions of self-advocacy.
- Read a variety of materials to gain information and perform tasks.
- Read basic functional vocabulary terms.
- Employ accurate manuscript and cursive letter formation.
- Exhibit ethical behavior in the use of computer technology.
- Develop effective interviewing skills.

Student Learning Objectives

See below.

Required Textbooks/Materials:

Binder

5 Dividers

Notebook paper

Pens/Pencils

Grading Policies:

Daily grade	25%
Bellwork/Notebook	25%
Classwork	25%
Tests/Quizzes	25%

Course Policies:

Make Up Work:

If you are absent, then you are expected to make up the work that you missed. You have as many days as you were absent to make up your work. For example, if you missed two days, then you have two days to make up your missed work before it becomes a zero. It is your responsibility to see me to get missed work, schedule time to do a make up a quiz/exam, or complete make up time. Please see me before or after class to make these arrangements.

Make Up Time:

If a student needs to make up time, it must be minute by minute. I will be available after school from 3:15 to 4:15 to assist with make up time or tutoring. However, you must schedule time to come after school. If you do not schedule a time, I cannot guarantee I will be available. As soon as you miss five days, you should start making up time. Do not wait until the last minute, or you will not be able to make up all of the time.

Extra Credit:

From time to time, extra credit assignments will be given. Extra credit can be earned from participation in a review game or by consistent positive behavior over a school week.

Late work:

Students may only turn in late work if they have been absent from school. Otherwise, I do not accept late work. I give a reasonable amount of time to complete assignments, so students should not have to turn in work late.

Attendance:

According to Randleman High School attendance policies, three tardies equals one absence. After five absences, students are required to make up time by schedule time after school with their teacher. Once a student has reached ten absences in any particular class, they may automatically fail the class.

Behavior:

Students are assessed by their behavior daily. In each class, student are given a sheet that allows student to score their behavior during the period. Students may earn up to five points per day or 25 points a week. Students are graded on being on time, being respectful to others, showing effort, following directions and cooperating with others.

Remediation/tutoring opportunities:

I am available after school from 3:15-4:15. Student may stay after school and attend tutoring as long as I am available. You must talk to me to schedule a time.

Assignments for the Semester:

7 days: Basic grammar skills

5 days: Communications

5 days: Functional Reading skills

6 days: Forms and Applications

3 days: Review

10 days: Transportation

7 days: Independent Living/Self-Care

5 days: Interpersonal Relations

3 days: Self Advocacy

3 days: Utilizing Media Resources

3 days: Review

5 days: Shopping

5 days: Giving and following Oral Directions

10 days: Job Skills

5 days: Review

Parent Signature **Date**

Student Signature **Date**

North Carolina Standard Course of Study

Competency Goal 1: The learner will obtain and demonstrate functional reading skills.

Objectives

- 1.01 Demonstrate functional reading strategies by: applying word attack skills, using context clues, applying prefix, suffix, and root word rules
- 1.02 Read functional vocabulary terms as needed for: ensuring safety in the home and community, using public transportation, participating in recreational activities, gaining general information for interacting in the community via informational signs, shopping
- 1.03 Read and comprehend information found in a variety of print and non-print materials to: gain nutritional information, understand clothing labels, understand directions and rules posted in public areas, use sales catalogs, understand safety regulations and procedures
- 1.04 Read and comprehend the NC Driving Manual in order to: understand driving terms, identify road signs, explain traffic rules, pass the written portion of the driver's exam
- 1.05 Demonstrate ability to read road maps by: understanding map symbols, estimating travel time, plotting a trip from one destination to another, employing alternate routes, calculating mileage

Competency Goal 2: The learner will obtain and demonstrate functional written language skills.

Objectives

- 2.01 Print all upper and lower case manuscript letters using the correct letter formation
- 2.02 Express information and ideas when writing simple and compound sentences by using: regular and irregular verbs, subject/verb agreement, pronouns and pronoun usage, verb tense consistency, subject consistency, adjectives, prepositions, coordinating conjunctions
- 2.03 Use basic capitalization and punctuation rules including: first word in a sentence, proper names, period to end declarative and imperative sentences, question mark to end interrogative sentences, exclamation point to end exclamatory and/or imperative sentences, commas between words in a series
- 2.04 Spell one-syllable words commonly used in everyday writing
- 2.05 Write and self-edit a variety of terms, such as, but not limited to: a telephone message, a note/message on a fax memo, list(s), (i.e., shopping, grocery, "to do", packing), a thank you note, a personal note or message, taking notes from a class discussion or lecture, preparing a personal portfolio
- 2.06 Complete forms and applications in the workplace and community such

as: personal data sheet, withholding tax forms, job applications, insurance forms, health forms, driver's permit and license forms

Competency Goal 3: The learner will obtain and demonstrate functional expressive communication skills.

Objectives

- 3.01 Apply basic subject-verb agreement rules when speaking
- 3.02 Acquire and apply appropriate telephone skills for use within the home environment to: converse with friends and relatives, secure specific information from ads (housing, materials and supplies), use 911 service, order needed household supplies (fuel, medicine, repair service), use directory assistance services
- 3.03 Demonstrate self-advocacy skills to: express preferences, express goals, express opinions, express personal decisions, make informed judgments when evaluating information and ideas
- 3.04 Give directions to places within personal environment by: organizing thoughts to articulate directions for locating items within the home, neighborhood, and community (stores, banks, post office, doctors, and hospitals)
- 3.05 Acquire and demonstrate effective oral interviewing skills by: using proper voice level and tone, using appropriate greetings and farewells, speaking in complete sentences, asking only appropriate questions during an interview, voicing preferences, goals, and opinions appropriately

Competency Goal 4: The learner will obtain and demonstrate functional receptive communication skills.

Objectives

- 4.01 Expand basic listening skills for work and home through: listening to basic needs expressed by others via various forms of communication media (e.g., oral classroom discussions, lecture, telephone conversations, radio, television, and the Internet; listening to understand self, others, and the world around him/her; listening to the language of others and responding in an appropriate manner; listening to maintain relationships
- 4.02 Enhance receptive language through the use of print and non-print materials such as magazines, books on tape, movies, telephone conversations, and computers
- 4.03 Demonstrate an understanding of self-advocacy skills related to the importance of self through: comprehending common terminology associated with self-advocacy (e.g., honesty, responsibility, courage, concern, respect, citizenship, independence, etc.); articulating difference between outer appearance and inner-self; using steps to make wise decisions within the home, school and community; taking responsibility for own personal actions

- 4.04 Interpret materials presented orally to gain information and perform tasks by: following up to two step oral directions; taking notes received orally through conversation and/or classroom lectures; discriminating facts from opinions offered through advertisements; identifying key information (e.g., pros and cons)

Competency Goal 5: The learner will obtain and demonstrate functional computer skills.

Objectives

- 5.01 Exhibit ethical behavior in the use of computer technology by: describing the rights of an individual to ownership of created work; explaining why violations of the copyright law is a crime; identifying examples of copyright law violations; describing the need to protect software and hardware from vandalism
- 5.02 Demonstrate basic keyboarding skills