

Course Syllabus
Randleman High School

Occupational English II

Ms. Dominick

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Pre-requisite

Occupational English I

Course Description

This course is designed for students to analyze and employ effective communication skills in both daily living and employment settings. They use standard rules of convention and syntax to give and request information. They read and comprehend a variety of functional texts.

Occupational English II students will:

- Give and request verbal directions.
- Demonstrate appropriate communication skills when addressing peers.
- Write sentences to form paragraphs.
- Read and comprehend information found in a variety of printed materials.
- Use basic word processing skills for written communication.
- Expand self-advocacy 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, sowing 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:

- 5 days: Basic Writing/Grammar
- 8 days: Home Communications Skills
- 5 days: Home Living Skills
- 10 days: Workplace Skills
- 2 days: Safe days

- 5 days: Basic Writing/Grammar
- 8 days: Job Communication skills
- 10 days: Finding a Place to Live

3 days: Government Agencies (Local and State)
2 days: Computer Skills
2 days: Safe Days

5 days: Basic Writing/Grammar
8 days: Community Communication Skills
5 days: Community Living Skills
10 days: Shopping
3 days: Safe Days

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 Read and define functional vocabulary words/terms to: understand the terms and abbreviations used by US Postal Service; in recipes; by local, state and federal government; for personal titles; found in newspapers
- 1.03 Expand functional reading skills using age-appropriate, leisure reading materials by applying: context clues, key word techniques, paraphrasing skills
- 1.04 Read and comprehend information found in a variety of printed material to: gain information from newspaper sales and want-ads; understand warranties, instructions and manuals; understand bills, bank statements, credit card applications, mail order purchases, and non-prescription medicine directions; gain information from a variety of pamphlets
- 1.05 Demonstrate the ability to read and comprehend labels and directions on: food, clothing, medicines

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

Objectives

- 2.01 Write all upper and lower case cursive letters using correct letter formation
- 2.02 Compose a five sentence or more paragraph using: a topic sentence, supporting details, appropriate logical sequence, sufficient elaboration, a concluding statement
- 2.03 Use appropriate capitalization and punctuation including: proper nouns (geographical places, holidays, special events, titles); commas, periods and apostrophes; periods with abbreviations
- 2.04 Spell commonly used multi-syllable words with the assistance of spelling aids
- 2.05 Write and self-edit a variety of terms, such as, but not limited to: simple tasks and driving directions; journal entries about personal experiences; personal letters, notes and messages; a school excuse note, emergency information for a babysitter
- 2.06 Complete forms and applications in the workplace and community such as: job applications, checks, medical forms, Social Service forms, Social Security forms

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

Objectives

- 3.01 Apply basic subject-verb agreement rules and appropriate use of adjectives when speaking
- 3.02 Acquire and apply appropriate telephone skills for use within an employment environment to: greet and serve customers, secure information about the status of an order, order needed materials and equipment from a supplier, give directions to a place

of employment, handle angry callers, notify customer about a business related matter, take messages given by customers

- 3.03 Demonstrate self-advocacy skills by: voicing complaints, requesting a refund, expressing needs, appropriately demanding timely service
- 3.04 Give directions to complete a task/job within a work environment by: presenting information in logical order, presenting information in sequence using terms such as first, second, etc., speaking in complete sentences
- 3.05 Demonstrate appropriate conversational skills when communicating with peers by: using acceptable voice levels and tones for a variety of settings, using socially acceptable vocabulary, refraining from making sexual or inappropriate remarks when talking to peers of the opposite sex

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

Objectives

- 4.01 Interpret verbal explanations given concerning daily living and employment settings related to: listing pros and cons of living situations, getting around the community (e.g., interpreting bus schedules, using street indexes, interpreting road signs, studying for the driver's test, etc.), obtaining health care, living safely, reading rental ads, renting an apartment, interpreting a lease agreement, developing an interview guide, preparing for interviews, securing employment, interpreting a paycheck stub, communicating on the job
- 4.02 Demonstrate appropriate receptive communication skills when addressing peers by: listening without interrupting, recognizing poor listening skills, applying guidelines for good listening skills, using effective body language, interpreting confusing messages, communicating with people from different cultures, listening to other people the same way they would want to be listened to
- 4.03 Demonstrate knowledge of functional vocabulary terms when presented orally by: using books effectively (e.g., table of contents, index, appendix, etc.), using a library effectively (e.g., card catalog, dictionary, encyclopedia and other reference books, magazine articles, etc.), using terminology, interpreting advertisements, using requested/required job skills, appropriately requesting a job application, listening and responding to criticism appropriately
- 4.04 Expand self-advocacy skills through receptive language by: choosing friends wisely, setting goals and priorities, deciding what is important to learn, taking responsibility for one's actions, getting to know self and others, taking and using steps to make wise decisions, knowing and understanding personal qualities, not making excuses

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

Objectives

- 5.01 Demonstrate basic computer knowledge and skills by: expanding keyboarding

techniques, accuracy and speed; identifying word processing terms (cursor, load, save, print, etc); using a word processing program to enter sentences and paragraphs into a computer and print document; saving information entered into a computer; using a word processing program to edit a paragraph and save changes