

Course Syllabus
Randleman High School

Occupational English III

Ms. Dominick

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

Pre-requisite

Occupational English I and II

Course Description

This course is designed for students enrolled in the course to read, write, and orally express information required in a variety of daily living and employment settings. They identify main concepts and supporting information from printed material. They examine the speaking skills expected in a variety of settings and demonstrate effective oral communication in each. In addition the student will:

- Expand proficiency in basic sentence & paragraph writing as applied to a variety of functional, independent living & employment tasks.
- Visually gain information from a variety of graphic material.
- Expand reading and writing of functional vocabulary terms.
- Expand comprehension of a variety of printed material.
- Demonstrate oral communication skills needed for a work environment.
- Write formal and informal letters.

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, students 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

20 days: Written Language Skills

7 days: Workplace Skills

5 days: Interpersonal Relations

3 days: Review

10 days: Computer skills

5 days: Home communications skills

5 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 Read and define functional vocabulary words/terms to: understand the words/terms used in food and cooking directions; understand abbreviations used with calendars and times; understand abbreviations used in measurement
- 1.02 Expand comprehension skills with age-appropriate reading materials at reading level by: identifying important words and phrases used in a paragraph, underlining or highlighting important information contained in passages, discriminating main concept from supporting information
- 1.03 Read and comprehend information found in a variety of print and non-print material to: follow safety procedures; order from a restaurant menu; select items from a prepared grocery list; obtain information from the newspaper concerning current events, weather, sports, entertainment, and classified ads

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

Objectives

- 2.01 Create readable documents using legible handwriting and/or a word processor
- 2.02 Write a series of paragraphs using: a topic sentence, specific relevant details, logical progression and movement of ideas, sufficient elaboration, coherence, a concluding statement
- 2.03 Consistently use correct capitalization, punctuation and grammar in writing (i.e., underline, colon, semi-colon, quotation marks)
- 2.04 Proofread and edit for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors
- 2.05 Write variety of items, such as, but not limited to: complicated directions, journal entries regarding personal experiences, resumes, work orders or reports, notes for repairmen and other home visitors
- 2.06 Identify the purpose, meaning and styles (full block and modified block), and write a business letter that contains a: heading, date, inside address, salutation or greeting, body of essential information, complimentary closing, signature
- 2.07 Write formal and informal letters for: personal correspondence, cover letter for a resume, letter of self-advocacy (i.e., requesting information, requesting assistance), registering a complaint
- 2.08 Complete forms and applications used in the workplace and community such as: job applications, surveys, school forms, tax forms, store retail forms, accident reports

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 and adverbs when speaking
- 3.02 Express concerns or problems within a work environment by: reporting unsafe working conditions, reporting problems with material or equipment, expressing difficulties with coworkers, expressing disagreements with supervisors or employers
- 3.03 Demonstrate self-advocacy skills when confronted with sexual harassment by: articulating dislike/displeasure to the harasser, requesting that harassment stops, reporting incidents of sexual harassment to appropriate person(s), verbalizing illegality of sexual harassment
- 3.04 Verbally give assistance within a work environment by: offering to help coworkers, volunteering to do additional work when needed, speaking in complete sentences
- 3.05 Demonstrate appropriate conversational skills when communicating with customers, coworkers or employers by: using acceptable voice levels and tones for a work environment, using socially acceptable vocabulary, using appropriate title when addressing customers or employers, using proper etiquette when addressing customers, coworkers and employers, speaking in complete sentences, keeping conversation on acceptable topics, refraining from using slang, initiating appropriate conversation during break time

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

Objectives

- 4.01 Visually gain information from a variety of print and non-print materials by: using indexes and grids to locate points on a map, identifying symbols used on any type of map, identifying the most direct route to travel between two points, using indexes, headings, subheadings, and color codes to locate information
- 4.02 Expand functional reading/writing vocabulary through the use of receptive language related to: advertising in various forms of media, interviewing, voting, traveling, eating in a restaurant, housing, transportation, earning and spending money, using health care services/facilities, following safety procedures, understanding safety color coding used in industry, interpreting danger and hazard signs in industry, cooking, completing forms, testing, using library terminology
- 4.03 Expand comprehension of a variety of print and non-print material by: demonstrating an understanding of print and non-print material once oral directions have been given, following a sequence of steps given orally (e.g., 1, 2, 3, etc.) as read from a variety of print and non-print materials

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

Objectives

- 5.01 Demonstrate basic computer knowledge and skills by: using a word processing program to copy and move text, using commercial software in content areas, identifying database management terms (file, field, record, etc.), using a prepared database to enter and edit data, identifying telecomputing terms (modern, email, download, virus, etc.)