

Course Syllabus
Randleman High School

Occupational English IV

Ms. Dominick

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Pre-requisite

Occupational English I, II and III

Course Description

Students in Occupational English IV integrate oral, written and visual skills to communicate effectively in a variety of daily living and employment situations. They use written communication for explanatory, argumentative, self-advocacy, and social purposes. They employ visual communication skills to locate and research information. Occupational English IV students will:

- Expand verbal communication skills.
- Write logical and sequential reports.
- Expand comprehension of functional vocabulary to include legal, medical, tax, and insurance terms.
- Read and comprehend directions and other printed material for daily living and employment tasks.
- Complete personal forms and applications.
- Use computer technology to enter and edit information on a spreadsheet and to communicate online.
- Produce complete personal portfolios.

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:

7 days: Basic grammar skills

5 days: Daily living skills

5 days: Functional Reading skills

6 days: Shopping
3 days: Review

10 days: Written Language Skills
7 days: Forms and Applications
7 days: Communication Skills
5 days: Self Advocacy Skills
3 days: Review

10 days: Receptive communication skills
5 days: Home communications skills
5 days: Computer 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 found on: application forms (rental, lease and credit forms); simple tax, legal and insurance forms; basic medical and health forms
- 1.02 Read and comprehend ads from a variety of sources for information about the local job market
- 1.03 Read and comprehend direction and other printed material for daily living and employment tasks by: creating a document that has essential personal information; defining terms/questions on an employment application; paraphrasing a variety of job descriptions; interpreting washing and ironing directions on clothing and other textiles
- 1.04 Expand comprehension skills of age-appropriate, leisure reading material

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

Objectives

- 2.01 Expand ability to create readable documents using legible handwriting and/or word processing device
- 2.02 Develop the basis for writing logical and sequential reports, letters and documents by: developing an outline; writing a rough draft; reviewing and revising a rough draft; using strategies to edit a rough draft to prepare for final copy for accuracy of spelling, sentence usage, mechanics, appropriate wording, grammar, and handwriting; write a final draft
- 2.03 Increase consistent use correct capitalization, punctuation when writing (i.e., underline, colon, semi-colon, quotation marks)
- 2.04 Expand writing so as to combine several paragraphs into a concise, logical, and sequential document, letter, or report such as, but not limited to: injury for employment opportunities, letter of resignation or intent to leave employment, journal entries about personal experiences, letter requesting a personal reference, an injury or accident report, a report of sexual harassment
- 2.05 Complete forms and applications in the workplace and community such as: job applications, day care applications, car loan forms, loan and banking forms, mortgage and/or rental forms, forms to access community services

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

Objectives

- 3.01 Demonstrate effective communication skills to express emotions/feelings by: expressing anger in a socially acceptable manner; articulating feelings of grief,

disappointment, fear, happiness, etc.; praising or complimenting others when appropriate

- 3.02 Apply effective, proper communication skills to: request a letter of recommendation, request using a person as a reference, request a promotion, request a salary increase
- 3.03 Demonstrate self-advocacy skills when: unjustly criticized by an employer, treated unfairly by a coworker, wrongly accused of a misdeed
- 3.04 Communicate information about: home accidents, personal/family health problems and symptoms, status of individual or team production progress, ways to improve work/production efficiency
- 3.05 Give oral presentation about personal portfolio to a review committee

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

Objectives

- 4.01 Interpret and comprehend material presented orally as found in a variety of printed material in order to: organize information received in a logical order, presented information in proper sequence
- 4.02 Comprehend oral directions for daily living and employment tasks in order to: develop a schedule, meet deadlines, follow a career plan, open a checking account, write a check, fill out a deposit slip, set up a budget, stay within a budget
- 4.03 Expand receptive language strategies to include: reading body language, interpreting voice tone, interpreting facial expressions

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

Objectives

- 5.01 Demonstrate basic computer knowledge and skills by: using a database to sort records; using a database to search for information using “and” or “or” connectors; applying sorting and searching techniques to a prepared database to solve; entering and editing data into a prepared spreadsheet to test “What If”; using a computer to communicate through an online service; identifying security issues related to online buying; using a computer to search for and obtain jobs