

# WARREN COUNTY SCHOOL DISTRICT

## Planned Instruction

**Course Title:** Occupational/Career Preparatory English 12

**Course Number:** 00017

**Suggested Educational Level(s):** Grade 12

**Suggested Periods Per Week:** 5 **Length of Period:** 40-45 minutes

**Suggested Length Of Course:** 180 days

**Units Of Credit (If Appropriate):** 1

**Date Written:** April 15, 2005 **Date Approved:** June 13, 2005

**Date Reviewed:** April 15, 2005 **Implementation Year:** 2005-2006

**Teacher Certification Required:** Secondary English, Comprehensive English

**Standards Addressed (code):**

1.1.11 A, B, D, E, F, G, H	1.2.11 A, B	1.3.11 A, B, C, F
1.4.11 B, C, E	1.5.11 A, B, C, D, E, F, G	1.6.11 A, B, C, D, E, F
1.7.11 B	1.8.11 B	

**Relationship to Other Planned Instruction:**

Students who are in the Career or Occupational Preparatory Sequence should be enrolled in this class.

**Prerequisites:**

Successful completion of a required English 11 course.

**Special Requirements:**

Students must have access to computers to fulfill the skills of the class.

In order to receive credit for this class, the student **MUST** complete each component.  
Modifications will be made for students with special needs.

**Textbook Adoption:** *Technical Writing for Success: A School to Work Approach* (Glencoe, 1997; ISBN: 0-538-68296-5); *The Art of Work: An Anthology of Workplace Literature* (Glencoe, 1998; ISBN: 63651-3); *The Art of Life: An Anthology of Literature About Life and Work* (Glencoe, 1998; ISBN: 68297-3); *Vocabulary Workshop, Level F* (Sadlier-Oxford)

**Writing Team Members:**

Char Eggleston, Barbara Lamping, Pat Larson, Sue Morris, Debra Weigel

**Standards addressed (code and description):**

1.1.11 A, B, D, E, F, G, H	Learning to Read Independently
1.2.11 A, B	Reading Critically in All Content Areas
1.3.11 A, B, C, F	Reading, Analyzing and Interpreting Literature
1.4.11 B, C, E	Types of Writing (Narrative, Informative, and Persuasive
1.5.11 A, B, C, D, E, F, G	Quality of Writing
1.6.11 A, B, C, D, E, F	Speaking and Listening
1.7.11 B	Characteristics and Function of the English Language
1.8.11 B	Research

**Course Description**

In this final year, students will focus on language arts skills, which are essential for job placement as well as success beyond the classroom. Technical reading and writing, letter writing, résumés, and other life-oriented language activities will form the basis of the class. Great themes and issues found in literature will be examined to serve as a final arts and humanities experience.

## **Outline of Content Sequence and Recommended Time (weeks or days):**

14 weeks	Reading: Continuation of essential reading stances and strategies
16 weeks	Writing and technology
4 weeks	Additional time needed at the discretion of the teacher

## **Course Content, Materials, and Reading Assessment Anchors**

**Writing assignments, readings, and class discussion will develop critical thinking and analytical skills.**

- I. Reading: Continuation of essential stances and strategies  
(Total Time: 14 weeks)

**Since students must demonstrate knowledge as stated in the Reading Assessment Anchors, it is important that instruction in these skills, concepts, and terms be embedded into teacher unit and lesson plans. Repetitive inclusion of Reading Assessment Anchors is crucial.**

### **Reading Assessment Anchors**

- R11A.1 Demonstrate the ability to understand and interpret fiction text, including short story; novel excerpt, and poetry, including sonnet and epic, appropriate to grade level.
- R11A1.1 Identify the meaning of vocabulary --synonyms, antonyms, compound words and possessives.
- R11A1.2 Apply word recognition skills --context clues, roots, prefixes, and suffixes.
- R11A1.3 Make inferences and draw conclusions based on text.
- R11A1.4 Identify main idea, relevant details and generalizations.
- R11A1.5 Retell or summarize the major ideas or themes of the text.
- R11A.2 Demonstrates the ability to understand and interpret nonfiction text, including informational, e.g. textbooks, print media (magazines, brochures, etc.), editorials, public documents; autobiography; biography; and essay appropriate to grade level.
- R11A.2.1 Identify the meaning of vocabulary from various subject areas.
- R11A.2.2 Apply word recognition skills—context clues, roots, prefixes, and suffixes.
- R11A.2.3 Make inferences and draw conclusions based on text.
- R11A.2.4 Identify main ideas, relevant details, and generalizations.
- R11A.2.5 Retell or summarize the major points or procedures of the text.
- R11A.2.6 Check the validity and accuracy of information obtained from reading by differentiating fact from opinion.
- R11A.2.7 Evaluate text organization and content to determine the author’s purpose according to the author’s thesis and logic, headings, graphics and charts to derive meaning.

## Reading Assessment Anchors

- R11A.3 Analyze how a writer's use of words creates tone and mood, and how choice of words advances the theme or purpose of a fictional passage.  
R11A.3.1 Analyze the uses and effects of dialogue, symbolism and/or word choice as they contribute to the impact of a literary selection.
- R11B.1 Analyze the relationships and uses of literary elements.  
R11B.1.1 Analyze characters, settings, plots, themes, tone and style in one or more texts.
- R11B.2 Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.  
R11B.2.1 Figurative Language—simile, metaphor, satire, personification, imagery and irony.  
R11B.2.2 Literary Structures—foreshadowing, flashbacks, point of view—first and third person, limited, omniscient.

### A. Reading in the Workplace (examined in the writing activities)

1. Technical manuals
2. Employment forms
3. Regulations
4. Technical vocabulary

### B. Literature: Lifelong Themes and Issues (12-14 weeks)

1. Required: *A Walk Across America* – (non-fiction)

#### Suggested Themes:

- a. The Search for Truth
- b. The Search for Identity
- c. The Journey
- d. The American Mosaic
- e. Protest
- f. Prejudice

2. Optional: *Lord of the Flies* – (novel) or *Fahrenheit 451*

#### Suggested Themes:

- a. Survival
- b. The Darkness of Man's Heart
- c. Government
- d. The Nature of Friendship
- e. The Struggle for Power

3. *The Art of Work: An Anthology of Workplace Literature*

4. *The Art of Life: An Anthology of Literature about Life and Work*

### C. Required Book Readings

1. Four (4) books a year
2. Teacher approved, student chosen

II. Technical Writing (recommended time 16-18 weeks of instruction, analysis of models, guided practice, and formative activities) as studied in *Technical Writing for Success: A School to Work Approach*

(Reading skills and career-focused readings will be integrated throughout these activities. Emphasis will be placed on correct spelling and punctuation.

\* Required writing assignments.)

- A. Abstracts and Executive summaries
- B. Brochures\*
- C. Directives\*
- D. Information sheets (job applications, credit forms, etc.)\*
- E. Instructions
- F. Process descriptions\*
- G. Job descriptions\*
- H. Professional letters\*
- I. News releases\*
- J. Proposals\*
- K. Prospectuses
- L. Memoranda\*
- M. Surveys/questionnaires
- N. Reports
- O. Résumés\*
- P. Specifications
- Q. Electronic mail

III. Speaking and Listening in the Workplace

- A. Job interviews
- B. Group discussion – problem solving and work ethics
- C. Career related extemporaneous speeches
- D. Professional style presentations – PowerPoint
- E. Parliamentary procedure

IV. Vocabulary Development (6 weeks integrated into the school year)

- A. 15 lessons from Vocabulary Workshop, Level F
- B. Continued study of vocabulary in context.

**Summative Assessment:**

Each student will plan, write, revise and produce the required writings in section II. After evaluation, each document will be placed in the student's writing portfolio. The PA Writing Assessment Domain Scoring Guide will serve as the district's standards for "satisfactory." The writing portfolio represents a continual summative assessment for students, teachers, parents and administrators to view.

The portfolio is organized evidence documenting, for teacher and student use, the growth, knowledge and skill exhibited in the discipline of Language Arts.

### Language Arts Department Philosophy for Grades 6-12

1. Less is more. Teaching a few skills thoroughly is more effective than teaching numerous skills superficially.
2. Students must be held accountable for skills identified at each precise assessment level. Skills must broaden, deepen, and build to avoid repetition.
3. The Language Arts Department recognizes the need for record keeping that travels.
4. A skill may be satisfied at a grade level other than the one designated by the state. The skills are distributed over the grades.
5. Writing, speaking, listening, researching, and reading are processes and must be treated as such in the Language Arts.
6. Skills will be integrated not only across the curriculum but also within the course content.
7. Skills should be practical to the demands of everyday communication.
8. For consistency, students and teachers need to use the published Warren County School District Student Guide for Grades 6-12.