

**EL DORADO UNION HIGH SCHOOL DISTRICT  
EDUCATIONAL SERVICES  
Course of Study Information Page**

COURSE TITLE <b>Careers English</b>			
DISTRICT COURSE NUMBER <b>(#0763)</b>		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) <b>6098</b>	
Rationale:	This course will offer juniors, seniors and/or 5th year Special Education students the opportunity to learn and use reading, writing and language/communication skills with a careers and vocational theme		
Course Description that will be in the Course Directory:	This class will focus on and build English skills and related concepts that will allow the students to prepare for a school-to-career transition. They will work on reading comprehension and writing, build communication skills, improve their vocabulary and become familiar with career pathways. Students will develop an understanding of the SCANS Foundations and Competencies as they relate to employer expectations and successful job experiences. Technology, guest speakers and field trips will be utilized along with independent, small group and team activities/assignments.		
How Does this Course align with or meet State and District content standards?	Course curriculum aligns with the Secretary's Commission on Achieving Necessary Skills (SCANS) and California English Language Standards for 11 <sup>th</sup> and 12 <sup>th</sup> graders.		
NCLB Core Subjects:	<i>Select up to two that apply:</i> <input type="checkbox"/> Arts <input type="checkbox"/> Economics <input checked="" type="checkbox"/> English <input type="checkbox"/> Foreign Language <input type="checkbox"/> Geography <input type="checkbox"/> Civics and Government <input type="checkbox"/> History <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Reading / Language Arts <input type="checkbox"/> Science <input type="checkbox"/> Not Core Subject		
CDE CALPADS Course Descriptors:  (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) <input type="checkbox"/> Tech Prep & ROP (33) <input type="checkbox"/> ROP <input checked="" type="checkbox"/> N/A	CTE COURSE CONTENT CODE <input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input checked="" type="checkbox"/> N/A	INSTRUCTIONAL LEVEL CODE <input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input checked="" type="checkbox"/> N/A
Length of Course:	<input checked="" type="checkbox"/> Year <input type="checkbox"/> Semester		
Grade Level(s):	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12		
Credit:	<input checked="" type="checkbox"/> Number of units: <b>10</b> <input type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-g" requirements		<input type="checkbox"/> College Prep <input type="checkbox"/> Elective <input type="checkbox"/> Career Technical
* Meets elective credits for Certificate of Graduation only. May be repeated for credit.			
Prerequisites:	none		
Department(s):	Special Education		
District Sites:	All		
Board of Trustees COS Adoption Date:	May 8, 2012		

Textbooks / Instructional Materials:	<b>Careers</b> , Globe Fearson-Pearson Publishing, Norris, Havas, McNally & Jimenez, ©2005, 2 <sup>nd</sup> Edition, ISBN: PCM2890
Funding Source:	General Fund
Board of Trustees Textbook Adoption Date:	May 8, 2012

**COURSE GOALS:**

1. Develop reading comprehension
2. Develop critical thinking skills
3. Increase interest in reading
4. Expand reading and written vocabulary
5. Develop writing organization, fluency and style
6. Develop an understanding of the importance of tolerance within the workplace
7. Develop a familiarity with the eight career paths and the various job clusters within each pathway
8. Develop technology skills
9. Develop a familiarity with the SCANS Foundations and Competencies as they relate to employer expectations and successful job experiences
10. Develop skills for active listening, oral presentations and communication in a work related setting

**STUDENT PERFORMANCE OBJECTIVES:**

1. See attached

**INSTRUCTIONAL UNITS:**

1. Reading skills
2. Writing skills
3. SCANS/Career skills
4. Language Skills/Communication skills

**Definitions**

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

**Course Title: Careers English**

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<u>STATE CONTENT STANDARD #</u>	<u>CONTENT STANDARD/UNIT TOPIC</u>	<u>PAGE</u>
*TPF: 1 (A,D,E); 2 (B,C,D,E,F); 3 (A,B,D) **FWC: 1 (A,C); 2 (A,B); 3 (A,B,C,D); 5 (A,B) ELA Reading; 2.0, 2.3, 2.4, 2.6, 3.2	Unit #1: Reading Skills	
TPF: 1 (B,D,E); 2 (A,B,C,D,E,F); 3 (A,B,D,E) FWC: 1 (A,B,C); 2 (A,B,C,D); 3 (A,B,C,D); 5 (A,B,C) ELA Writing Strategies; 1.0, 1.1, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.5, 2.6 Written/Oral Language Conventions; 1.0, 1.1, 1.2, 1.3	Unit #2: Writing Skills	
TPF: 1 (A,B,C,D,E); 2 (A,B,C,D,E,F); 3 (A,B,C,D,E) FWC: 1 (A,B,C,D); 2 (A,B,C,D,E,F); 3 (A,B,C,D); 4 (A,B,C), 5 (A,B,C) ELA Organization/Delivery of Oral Communication; 1.0, 1.6, 1.7, 1.8, 1.9 Writing Applications; 2.1, 2.5, 2.6 Written/Oral Language Conventions; 1.0, 1.1, 1.2, 1.3	Unit #3: SCANS/Careers	
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EL DORADO UNION HIGH SCHOOL DISTRICT

\*Standards identified are based on the Secretary's Commission on Achieving Necessary Skills (SCANS). These national standards serve as the basis for the curriculum frameworks, instructional materials, and statewide assessments. The Commission's fundamental purpose is to encourage a high-performance economy characterized by high-skill, high-wage employment. The primary objective is to help teachers understand how curriculum and instruction must change to enable students to develop those high performance skills needed to succeed in the high performance workplace. High-performance workplaces also require other competencies: the ability to manage resources, to work amicably and productively with others, to acquire and use information, to master complex systems, and to work with a variety of technologies. These foundational standards address various skills related to this course. The standards include a Three Part Foundation and Five Workplace Competencies (Resources, Interpersonal, Information, Systems and Technology).

\*Three-Part Foundation (TPF):

1. Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks
  - A. Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
  - B. Writing--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
  - C. Arithmetic/Mathematics--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
  - D. Listening--receives, attends to, interprets, and responds to verbal messages and other cues
  - E. Speaking--organizes ideas and communicates orally
  
2. Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons
  - A. Creative Thinking--generates new ideas
  - B. Decision Making--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
  - C. Problem Solving--recognizes problems and devises and implements plan of action
  - D. Seeing Things in the Mind's Eye--organizes, and processes symbols, pictures, graphs, objects, and other information
  - E. Knowing How to Learn--uses efficient learning techniques to acquire and apply new knowledge and skills
  - F. Reasoning--discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem
  
3. Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty
  - A. Responsibility--exerts a high level of effort and perseveres towards goal attainment
  - B. Self-Esteem--believes in own self-worth and maintains a positive view of self
  - C. Sociability--demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.
  - D. Self-Management--assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
  - E. Integrity/Honesty--chooses ethical courses of action

**\*\*Five Workplace Competencies (FWC):**

1. Resources: Identifies, organizes, plans, and allocates resources
  - A. Time--Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
  - B. Money--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
  - C. Material and Facilities--Acquires, stores, allocates, and uses materials or space efficiently
  - D. Human Resources--Assesses skills and distributes work accordingly, evaluates performance and provides feedback
  
2. Interpersonal: Works with others
  - A. Participates as Member of a Team--contributes to group effort
  - B. Teaches Others New Skills
  - C. Serves Clients/Customers--works to satisfy customers' expectations
  - D. Exercises Leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
  - E. Negotiates--works toward agreements involving exchange of resources, resolves divergent interests
  - F. Works with Diversity--works well with men and women from diverse backgrounds
  
3. Information: Acquires and uses information
  - A. Acquires and Evaluates Information
  - B. Organizes and Maintains Information
  - C. Interprets and Communicates Information
  - D. Uses Computers to Process Information
  
4. Systems: Understands complex inter-relationships
  - A. Understands Systems--knows how social, organizational, and technological systems work and operates effectively with them
  - B. Monitors and Corrects Performance--distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions
  - C. Improves or Designs Systems--suggests modifications to existing systems and develops new or alternative systems to improve performance
  
5. Technology: Works with a variety of technologies
  - A. Selects Technology--chooses procedures, tools or equipment including computers and related technologies

- B. Applies Technology to Task--Understands overall intent and proper procedures for setup and operation of equipment
- C. Maintains and Troubleshoots Equipment--Prevents, identifies, or solves problems with equipment, including computers and other technologies

\*Standards identified also relate to California English Language Arts Framework (see attached).



**EL DORADO UNION HIGH SCHOOL DISTRICT  
EDUCATIONAL SERVICES**

Department: Special Education

Course Title: Careers English (#0763)

UNIT/STANDARD #: #1 Reading Skills

LEARNING OUTCOMES: 1. Develop reading comprehension 2. Develop critical thinking skills 3. Increase interest in reading  
4. Expand reading and written vocabulary

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ol style="list-style-type: none"> <li>1. Improve their reading comprehension</li> <li>2. Develop daily reading habits</li> <li>3. Increase their interest in reading</li> <li>4. Develop critical thinking skills including recognizing main idea, making references, drawing conclusions and paraphrasing</li> <li>5. Connect personal experiences to their reading</li> <li>6. Interact with a variety of fiction and non-fiction works</li> <li>7. Explore a variety of formats through which information is presented</li> <li>8. Practice a variety of reading strategies</li> </ol>	<p>2. Instructional strategies that will be used to engage students.</p> <ol style="list-style-type: none"> <li>1. Read silently, orally or track as others read orally each day</li> <li>2. Keep a daily reading log signed by parents</li> <li>3. Read selected short stories, articles, books/novels and functional materials</li> <li>4. Participate in class discussions</li> <li>5. Practice summarizing and other critical thinking skills</li> <li>6. Locate and research topics in the library, in the career center and on the internet</li> <li>7. Write or orally discuss responses to a variety of comprehension questions.</li> </ol>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ol style="list-style-type: none"> <li>a. Evaluate written assignments</li> <li>b. Evaluate completed work, assignments and projects by school staff</li> <li>c. Evaluation/feedback from worksite supervisor</li> <li>d. Skill assessments</li> <li>e. Unit tests</li> <li>f. Alternate forms of assessment per student IEP needs</li> <li>f. Observations</li> </ol>	<p>4. What will we do if students don't learn?</p> <ol style="list-style-type: none"> <li>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</li> <li>b. Review basic concepts and redo in simpler format</li> </ol> <p>5. What will we do if students already know it?</p> <ol style="list-style-type: none"> <li>a. Review basic concepts and move to the next sequential step/level</li> <li>b. Extended learning activities</li> </ol>

## Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following SCANS content standards:

### SCANS

\*Three-Part Foundation (TPF):

1. Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- A. Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- D. Listening--receives, attends to, interprets, and responds to verbal messages and other cues
- E. Speaking--organizes ideas and communicates orally

2. Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- B. Decision Making--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C. Problem Solving--recognizes problems and devises and implements plan of action
- D. Seeing Things in the Mind's Eye--organizes, and processes symbols, pictures, graphs, objects, and other information
- E. Knowing How to Learn--uses efficient learning techniques to acquire and apply new knowledge and skills
- F. Reasoning--discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

3. Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

- A. Responsibility--exerts a high level of effort and perseveres towards goal attainment
- B. Self-Esteem--believes in own self-worth and maintains a positive view of self, relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.
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\*\*Five Workplace Competencies (FWC):

1. Resources: Identifies, organizes, plans, and allocates resources

- A. Time--Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- C. Material and Facilities--Acquires, stores, allocates, and uses materials or space efficiently

2. Interpersonal: Works with others

- A. Participates as Member of a Team--contributes to group effort
- B. Teaches Others New Skills

3. Information: Acquires and uses information

- A. Acquires and Evaluates Information
- B. Organizes and Maintains Information
- C. Interprets and Communicates Information
- D. Uses Computers to Process Information

5. Technology: Works with a variety of technologies

- A. Selects Technology--chooses procedures, tools or equipment including computers and related technologies
- B. Applies Technology to Task--Understands overall intent and proper procedures for setup and operation of equipment



## **ELA Standards Grade 11-12**

### **READING**

#### **2.0 Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.

2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

#### **Expository Critique**

2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

#### **Structural Features of Literature**

3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: Special Education

Course Title: Careers English (#0763)

UNIT/STANDARD #: #2 Writing Skills

LEARNING OUTCOMES: 4. Expand reading and written vocabulary 5. Develop writing organization, fluency and style 8. Develop technology skills

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ol style="list-style-type: none"> <li>1. Increase critical thinking and writing fluency</li> <li>2. Practice prewriting techniques</li> <li>3. Write an effective introduction, supporting sentences and a concluding sentence in a paragraph</li> <li>4. Maintain focus throughout an essay or letter</li> <li>5. Be able to distinguish between fact and opinion</li> <li>6. Develop skills completing job applications and career/job related forms and other functional projects (memos, notes, letters, checks, etc.)</li> <li>3. Improve spelling skills</li> <li>5. Practice using correct sentence structure and punctuation in their written work</li> <li>6. Practice writing complete sentences and learn to recognize run-ons and fragments</li> <li>7. Practice correct use of capital letters, commas and end punctuation marks</li> </ol>	<ol style="list-style-type: none"> <li>2. Instructional strategies that will be used to engage students.               <ol style="list-style-type: none"> <li>1. Participate in the writing process: prewriting, drafting, revision, and final draft</li> <li>2. Participate in practice exercises of specific skills and apply them to own writing</li> <li>3. Write responses to reading materials, guest speakers, videos, discussions and class activities</li> <li>4. Develop writing skills and save work samples using technology</li> <li>5. Practice filling in various work, career and job related forms</li> <li>6. Complete and summarize a variety of interest, aptitude, skill, career and self-knowledge inventories and activities.</li> <li>3. Work with words in word lists to spell, define and learn</li> <li>8. Proofread and edit assignments</li> <li>9. Read and correct " Daily Oral/Written Language" activities</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.               <ol style="list-style-type: none"> <li>a. Evaluate written assignments</li> <li>b. Evaluate completed work, assignments and projects by school staff</li> <li>c. Evaluation/feedback from worksite supervisor</li> <li>d. Skill assessments</li> <li>e. Unit tests</li> <li>f. Alternate forms of assessment per student IEP needs</li> <li>f. Observations</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>4. What will we do if students don't learn?               <ol style="list-style-type: none"> <li>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</li> <li>b. Review basic concepts and redo in simpler format</li> </ol> </li> <li>5. What will we do if students already know it?               <ol style="list-style-type: none"> <li>a. Review basic concepts and move to the next sequential step/level</li> <li>b. Extended learning activities</li> </ol> </li> </ol>

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  - A. Creative Thinking--generates new ideas
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  - C. Material and Facilities--Acquires, stores, allocates, and uses materials or space efficiently
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  - B. Teaches Others New Skills
  - C. Serves Clients/Customers--works to satisfy customers' expectations
  - D. Exercises Leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
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  - A. Acquires and Evaluates Information
  - B. Organizes and Maintains Information
  - C. Interprets and Communicates Information
  - D. Uses Computers to Process Information
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  - A. Selects Technology--chooses procedures, tools or equipment including computers and related technologies
  - B. Applies Technology to Task--Understands overall intent and proper procedures for setup and operation of equipment
  - C. Maintains and Troubleshoots Equipment--Prevents, identifies, or solves problems with equipment, including computers and other technologies

## **ELA Standards Grade 11-12**

### **1.0 Writing Strategies**

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

#### **Organization and Focus**

1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

#### **Research and Technology**

1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

1.8 Integrate databases, graphics, and spreadsheets into word-processed documents

#### **Evaluation and Revision**

1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

### **2.0 Writing Applications (Genres and Their Characteristics)**

2.1 Write fictional, autobiographical, or biographical narratives

2.5 Write job applications and résumés: a. Provide clear and purposeful information and address the intended audience appropriately; b. Use varied levels, patterns, and types of language to achieve intended effects and aid with comprehension; c. Modify the tone to fit the purpose and audience; d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

2.6 Deliver multimedia presentations:

a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images); b. Select an appropriate medium for each element of the presentation; c. Use the selected media skillfully, editing appropriately and monitoring for quality; d. Test the audience's response and revise the presentation accordingly.

### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions.

1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

1.3 Reflect appropriate manuscript requirements in writing.

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: Special Education

Course Title: Careers English (#0763)

UNIT/STANDARD #: #3 SCANS/Careers

LEARNING OUTCOMES: 6. Develop an understanding of the importance of tolerance within the workplace 7. Develop a familiarity with the eight career paths and the various job clusters within each pathway experiences 9. Develop a familiarity with the SCANS Foundations and Competencies as they relate to employer expectations and successful job

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>1. Develop a working knowledge of the SCANS Three-Part Foundations: Basic Skills, Thinking Skills and Personal Qualities</p> <p>2. Develop an understanding of the SCANS Five Competencies: Resources, Interpersonal, Information, Systems, and Technology.</p> <p>3. Interact positively with each other</p> <p>4. Understand the need for positive attitudes toward work and learning</p> <p>5. Develop skills to locate, understand and use career information</p> <p>6. Develop skills to prepare to seek, obtain, maintain and change jobs</p> <p>8. Develop decision-making skills</p> <p>9. Increase their knowledge of the inter-relationship of life roles</p> <p>10. Increase their understanding of the process of career planning</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>1. Complete a variety of interest, aptitude, skill, career and self-knowledge inventories and activities</p> <p>2. Participate in class discussions</p> <p>3. Respond to selected stories, videos, guest speakers and articles</p> <p>4. Work cooperatively in pairs, small groups and in large group activities</p> <p>5. Research, prepare, write and present information (written and oral) on career paths and related jobs</p> <p>6. Complete a job search, job application and a job interview</p> <p>7. Participate in classroom games and role-playing activities</p> <p>8. Locate and research topics in the library, in the career center and on the internet</p> <p>9. Practice filling in various work, career and job related forms</p> <p>10. Field trips and role-playing</p> <p>11. Create Power Point presentations</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>a. Evaluate written assignments</p> <p>b. Evaluate completed work, assignments and projects by school staff</p> <p>c. Evaluation/feedback from worksite supervisor</p> <p>d. Skill assessments</p> <p>e. Unit tests</p> <p>f. Alternate forms of assessment per student IEP needs</p> <p>f. Observations</p>	<p>4. What will we do if students don't learn?</p> <p>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</p> <p>b. Review basic concepts and redo in simpler format</p> <p>5. What will we do if students already know it?</p> <p>a. Review basic concepts and move to the next sequential step/level</p> <p>b. Extended learning activities</p>

## Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following SCANS content standards:

### \*Three-Part Foundation (TPF):

1. Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- A. Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. Writing--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- C. Arithmetic/Mathematics--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D. Listening--receives, attends to, interprets, and responds to verbal messages and other cues
- E. Speaking--organizes ideas and communicates orally

2. Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- A. Creative Thinking--generates new ideas
- B. Decision Making--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C. Problem Solving--recognizes problems and devises and implements plan of action
- D. Seeing Things in the Mind's Eye--organizes, and processes symbols, pictures, graphs, objects, and other information
- E. Knowing How to Learn--uses efficient learning techniques to acquire and apply new knowledge and skills
- F. Reasoning--discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

3. Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

- A. Responsibility--exerts a high level of effort and perseveres towards goal attainment
- B. Self-Esteem--believes in own self-worth and maintains a positive view of self
- C. Sociability--demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.
- D. Self-Management--assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- E. Integrity/Honesty--chooses ethical courses of action

### \*\*Five Workplace Competencies (FWC):

1. Resources: Identifies, organizes, plans, and allocates resources

- A. Time--Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- B. Money--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C. Material and Facilities--Acquires, stores, allocates, and uses materials or space efficiently
- D. Human Resources--Assesses skills and distributes work accordingly, evaluates performance and provides feedback

2. Interpersonal: Works with others

- A. Participates as Member of a Team--contributes to group effort
- B. Teaches Others New Skills
- C. Serves Clients/Customers--works to satisfy customers' expectations
- D. Exercises Leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. Negotiates--works toward agreements involving exchange of resources, resolves divergent interests
- F. Works with Diversity--works well with men and women from diverse backgrounds

3. Information: Acquires and uses information

- A. Acquires and Evaluates Information
- B. Organizes and Maintains Information
- C. Interprets and Communicates Information
- D. Uses Computers to Process Information

#### 4. Systems: Understands complex inter-relationships

- A. Understands Systems--knows how social, organizational, and technological systems work and operates effectively with them
- B. Monitors and Corrects Performance--distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions
- C. Improves or Designs Systems--suggests modifications to existing systems and develops new or alternative systems to improve performance

#### 5. Technology: Works with a variety of technologies

- A. Selects Technology--chooses procedures, tools or equipment including computers and related technologies
- B. Applies Technology to Task--Understands overall intent and proper procedures for setup and operation of equipment
- C. Maintains and Troubleshoots Equipment--Prevents, identifies, or solves problems with equipment, including computers and other technologies

### **ELA Standards Grade 11-12**

#### 1.0 Organization and Delivery of Oral Communication

##### Research and Technology

1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

1.8 Integrate databases, graphics, and spreadsheets into word-processed documents

##### Evaluation and Revision

1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

#### 2.0 Writing Applications (Genres and Their Characteristics)

2.1 Write fictional, autobiographical, or biographical narratives

2.5 Write job applications and résumés:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- c. Modify the tone to fit the purpose and audience.
- d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

2.6 Deliver multimedia presentations:

- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

#### 1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

1.3 Reflect appropriate manuscript requirements in writing.

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: Special Education

Course Title: Careers English (#0763)

UNIT/STANDARD #: #4 Language and Communication Skills

LEARNING OUTCOMES: 6. Develop an understanding of the importance of tolerance within the workplace 10. Develop skills for active listening, oral presentations and communication in a work related setting

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>1. Develop and improve dictionary skills to find the correct definition of a word from reading materials</p> <p>2. Be able to use context clues from their reading to choose a correct definition</p> <p>3. Deliver oral summaries of articles and books, including the main ideas of the event or article and the most significant</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>1. Practice using a dictionary (computer and book)</p> <p>2. Practice using a thesaurus (computer and book)</p> <p>4. Deliver research presentations</p> <p>5. Deliver oral summaries of articles and books</p> <p>6. Listen to oral reports, make inferences and draw conclusions</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>a. Evaluate written assignments</p> <p>b. Evaluate completed work, assignments and projects by school staff</p> <p>c. Evaluation/feedback from worksite supervisor</p> <p>d. Skill assessments</p> <p>e. Unit tests</p>	<p>4. What will we do if students don't learn?</p> <p>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</p> <p>b. Review basic concepts and redo in simpler format</p> <p>5. What will we do if students already know</p>



<p>details</p> <p>4. Deliver research presentations:</p> <p>a) Pose relevant and concise questions about the topic</p> <p>b) Convey clear and accurate perspectives on the subject</p> <p>c). Include evidence generated through the formal research process</p> <p>5. Develop, improve and practice interpersonal communication skills</p> <p>6. Improve problem solving skills</p>	<p>7. Use words and word meanings within the appropriate context in oral and written work</p> <p>10. Ask questions and participate in discussions with guest speakers</p> <p>11. Work cooperatively in pairs, small groups and in large group activities</p> <p>12. Participate in class discussions</p> <p>13. Participate in classroom games and role -playing activities</p>	<p>f. Alternate forms of assessment per student IEP needs</p> <p>f. Observations</p>	<p>it?</p> <p>a. Review basic concepts and move to the next sequential step/level</p> <p>b. Extended learning activities</p>
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ELA Standards Grade 11-12

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension

1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).

1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state and national levels.

1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

Organization and Delivery of Oral Communication

- 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 1.8 Use effective and interesting language, including:
  - a. Informal expressions for effect
  - b. Standard American English for clarity
  - c. Technical language for specificity

#### Listening and Speaking

##### 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English. Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver reflective presentations:
  - a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
  - b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
  - c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.