

Course Title: Applied English

Department: English

Grades: 11/12 Credits: ½

Course Overview/Description

Applied English is open to all junior and senior students. This course allows the student to explore the language arts areas directly related to life after high school. The student examines today's labor market and consumer affairs. Job related oral and written skills along with those faced on the job are stressed. Forms of literature most often encountered in the work world are stressed. Students review the grammar and usage skills necessary to compete in today's world.

Scope and Sequence

Timeframe	Unit	Instructional Topics
3 weeks	Unit 1- Career Exploration	<ol style="list-style-type: none">1. Acquire information2. Evaluate information3. Organize information4. Use MLA citing5. Complete a google slide.6. Present information.
Ongoing	Unit 2- Current Events	<ol style="list-style-type: none">1. Obtain articles about the job market.2. Read for main ideas.3. Compile information to share one day each week.
5 weeks	Unit 3- Obtaining a Job	<ol style="list-style-type: none">1. Complete a resume.2. Fill out a job application.3. Write a cover letter.4. Write a thank you letter.5. Practice interview skills.6. Write a letter of resignation.
8 Week(s)	Unit 4-21st Century/Employability Skills	<ol style="list-style-type: none">1. Self-evaluate and work to strengthen communication skills.2. Evaluate customer service.3. Determine ethics in the workplace.4. Negotiate and solve problems
Ongoing	Conventions in Applied English Unit	Practice grammar skills and construct papers that demonstrate an understanding of the grammar lessons.

UNIT 1: Career Exploration

Description: In this unit, students will select a career they are considering. They will then research, organize, and develop a presentation based on that particular field. One main part of their research will involve interviewing a person that is involved in that particular career. The goal of this unit is to get students thinking about their future employment. They should obtain information about the history, educational requirements, advancement opportunities, and salary, as well as technology used in the career.

Last Updated: 6/2/2022

Academic Vocabulary:

MLA, citations, source credibility, fringe benefits, advancement opportunity

Essential Questions:

1. How do I properly cite sources using MLA format?
2. How do I determine the credibility of my sources?
3. What forms of technology are used in my career?
4. What is the history of this career?
5. What education is necessary?
6. What are the opportunities for advancement?
7. What will my daily routine look like?
8. What is the salary range in this career?

- Essential Standards:** W4 I can make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
- W8 I can gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
- W11 I can create citations either in writing or on a bibliography properly formatted allowing ideas to flow without plagiarism.
- S4 I can present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- S5 I can make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

UNIT 2: Current Events

Description: Having knowledge of how the job market will affect future employment is critical information for students. Therefore, they will search for one article each week to summarize, reflect on, and share with the class. Articles may include topics covered in class, such as what is happening in the job market, skills for obtaining a job, soft skills, and technology advancements.

Academic Vocabulary:

Workplace terms in articles (economy, inflation, etc.)

Essential Questions:

How will future jobs be affected by what is happening in the job market?

- Essential Standards:** R2 I can summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
- W6 I can use print and digital technology to produce and publish writing and to interact and collaborate with others.
- L4 I can demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases. I can use vocabulary appropriate to the context and situation.

UNIT 3: Obtaining a Job

Description: There will be two parts to this unit. The first part of the unit will focus on the types of writing necessary for obtaining a job (resume, cover letter, job application). The second part of the unit will prepare students for future job interviews. Topics covered will be how to prepare for an interview, practicing interview questions, and writing a thank you letter. Students will also write a resignation letter in the event of leaving a job.

Academic Vocabulary:

Tone, job application, resume (chronological, targeted, functional, combination), references, cover letter, attire, resignation

Essential Questions:

1. What is the proper way to fill out a job application?
2. How do I develop a resume?
3. How do I properly format a cover letter and thank you letter?
4. What are some interview strategies?
5. What is the proper procedure for exiting a job?

Essential Standards: W2 I can compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W3 I can select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

W4 I can make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.

W5 I can plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

UNIT 4. 21st Century/Employability Skills

Description: Students will develop skills needed to be a reliable employee. Included will be the following skills necessary for success on the job: communication, negotiation and problem solving, ethics, customer service, and working with others.

Academic Vocabulary:

Sender, receiver, feedback, one-way communication, two-way communication, barriers, ethics, negotiation, positional bargaining, collaboration, adaptability

Essential Questions:

1. How do I communicate effectively?
2. What types of problem solvers are there, and what type am I?
3. How does a person effectively negotiate a problem?
4. What can I expect from my employer, and what should they expect of me?
5. What are ethics?
6. How do I provide good customer service, and why is it important?

Essential Standards: S1 I can prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

W1 I can compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

UNIT 5. Conventions in Applied English

Description: Students will complete several lessons in grammar. This includes the practice sheets and the quiz for each lesson.

Academic Vocabulary:

Subject/Verb Agreement, apostrophes, quotations, capitalization, colon, semicolon, run-on sentence

Essential Questions:

How do I improve my conventions in writing?

Essential Standards: L5 I can demonstrate appropriate use of conventions.