

## Mifflin County School District Planned Instruction

Title of Planned Instruction: Business English

Subject Area: Reading, Writing, Speaking, and Listening

Grade Level: 12

Prerequisites: English 11

Course Description: Business English, taken instead of English 12, can be elected by seniors who are specializing in business education, anticipating a business career, and/or planning to attend a business, trade, or technical school. This course stresses a variety of communication skills: listening, speaking, all-purpose and technical reading, all-purpose and technical writing, researching, evaluating, and proofreading, and editing. A research paper is required. **TAKING THIS COURSE MAY LEAD STUDENTS TO ADVANCED CREDIT AT SOUTH HILLS SCHOOL OF BUSINESS AND TECHNOLOGY.**

Required Time: One Year

Course Credit: 1

Major Text(s) and Resources:

Technical Communication: A Guided Approach, West Publishing Company, 1997

Names of District Subject Area Curriculum Writing Committee:

Marjorie H. McCardle  
Wanda H. McCullough

Date of Board Approval: April 25, 2002

Subject Area: Reading, Writing, Speaking, and Listening  
Strand: 1.1 Learning to Read Independently  
Grade/Course: Business English – Grade 12

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessments</b>
A. Before reading, locate and select various resources for a specific purpose.	Choose the appropriate source for the assigned purpose.	Teacher-student conference
B. Examine informational materials for author's purpose.	Read and discuss related materials.	Essay response Discussion Paraphrasing exercises
C. During reading, apply acquired knowledge and use context clues to understand the meaning of new words.	Use these words to communicate effectively.	Test Student writing Discussion
D. Use comprehension strategies to extract essential ideas from text.	Summarize and/or respond to text.	Reading quiz Written/oral response Paraphrasing exercises
E. Expand written and spoken vocabulary from acquired reading vocabulary.	Use new vocabulary.	Quiz Written/oral response Test Discussion
F. Understand the meaning of and apply content vocabulary.	Recognize new and expanded technical vocabulary.	Discussion Quiz Test Test essay Written/oral response
G. Understand and apply knowledge gained from text.	<ul style="list-style-type: none"> <li>• Support assertions about readings.</li> <li>• Compare and contrast readings.</li> <li>• Make extensions to related ideas, topics, or information.</li> </ul>	Discussion Written/oral response Group work (e.g., Literature Circles) Test Open-ended question
H. Read fluently with a high level of	<ul style="list-style-type: none"> <li>• Read aloud with accuracy.</li> </ul>	Teacher observation Written/oral response

comprehension.	<ul style="list-style-type: none"> <li>• Self-correct mistakes.</li> <li>• Use appropriate reading techniques (rhythm, flow, meter, and pronunciation).</li> <li>• Read a variety of genres and texts.</li> </ul>	Quiz Test Paraphrasing exercises
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Strand: 1.2 Reading Critically in All Content Areas  
Grade/Course: Business English – Grade 12

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Read and understand informational texts and/or documents.	<ul style="list-style-type: none"> <li>• Differentiate fact from opinion.</li> <li>• Distinguish between essential and non-essential information.</li> <li>• Make decisions and draw conclusions using established criteria.</li> <li>• Demonstrate an understanding of the textual content.</li> <li>• Recognize the differences between technical and literary reading.</li> <li>• Determine and use the strategies for technical reading.</li> </ul>	Quiz Study guides Open-ended question Discussion
B. Use, understand, and evaluate a variety of media.	<ul style="list-style-type: none"> <li>• Select and utilize media for a variety of purposes.</li> <li>• Identify the intent of the media.</li> </ul>	Group discussion

Strand: 1.3 Reading, Analyzing, and Interpreting Literature  
Grade/Course: Business English – Grade 12

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Read, understand, and respond to technical	<ul style="list-style-type: none"> <li>• Examine the intent of a variety of technical</li> </ul>	Strategy pathways Student generated

readings.	readings • Utilize strategies for the variety of readings.	assessment chart
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B. Determine the intended audience for the technical readings.	Distinguish the purpose of readings.	Student/teacher generated rubric
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Strand: 1.4 Types of Writing  
Grade/Course: Business English – Grade 12

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Write memorandums, professional letters, news releases, instructions, recommendation reports, informal and formal reports, minutes, agendas, faxes, and email.	<ul style="list-style-type: none"> <li>• Analyze audience.</li> <li>• Organize and prioritize information.</li> <li>• Recognize distinguishing characteristics of each type of writing.</li> <li>• Employ writing strategies.</li> <li>• Select appropriate formatting style for each type of writing.</li> </ul>	Written examples Strategy pathways Objective tests, quizzes

B. Write employment communications.	<ul style="list-style-type: none"> <li>• Develop letters of application.</li> <li>• Examine and complete application forms.</li> <li>• Create personal and timely resumes.</li> <li>• Maintain portfolio of personal information</li> <li>• Self assess strengths.</li> <li>• Research prospective employers' expectations.</li> <li>• Create and develop a variety of employment correspondence; i.e., thank you, follow up, reference requested letters.</li> </ul>	Objective and essay tests Word processed documents
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Strand: 1.5 Quality of Writing  
Grade/Course: Business English – Grade 12

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Write with a distinct focus.	<ul style="list-style-type: none"> <li>Identify topic.</li> <li>Maintain a single point of view.</li> </ul>	PSSA rubric Peer conferencing Writing sample Teacher-made rubric
B. Write using well developed and appropriate content.	<ul style="list-style-type: none"> <li>Gather, verify, and synthesize information.</li> <li>Utilize the most effective format for purpose and audience.</li> <li>Write fully developed paragraphs specific to the topic and relevant to the focus.</li> </ul>	PSSA rubric Peer conferencing Writing sample Teacher-made rubric
C. Write with effective and logical organization that supports unity and clarity.	<ul style="list-style-type: none"> <li>Sustain a logical order throughout the piece.</li> <li>Include an effective introduction and conclusion.</li> </ul>	PSSA rubric Peer conferencing Writing sample Teacher-made rubric
D. Write with effective style.	<ul style="list-style-type: none"> <li>Vary sentence structure.</li> <li>Use vocabulary appropriate to the purpose and audience.</li> </ul>	PSSA rubric Peer conferencing Writing sample Teacher-made rubric
E. Revise writing to improve first draft.	Improve the following: <ul style="list-style-type: none"> <li>style</li> <li>word choice</li> <li>sentence variety</li> <li>paragraph development</li> <li>clarity of meaning</li> <li>organization in the context of purpose, audience, and genre</li> </ul>	PSSA rubric Peer conferencing Writing sample Teacher-made rubric
E. Edit writing using the conventions of language.	<ul style="list-style-type: none"> <li>Spell words correctly.</li> <li>Use proper grammar and standard usage.</li> <li>Vary sentence formations.</li> </ul>	PSSA rubric Peer conferencing Writing sample Teacher-made rubric

	<ul style="list-style-type: none"> <li>• Use appropriate mechanics.</li> </ul>	
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G. Format documents appropriately.	<ul style="list-style-type: none"> <li>• Select appropriate formatting style</li> </ul>	Word processed documents
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Strand: 1.6 Speaking and Listening  
Grade/Course: Business English – Grade 12

Grade Level Objectives	Performance Indicators	Assessment
A. Prepare for listening.	<ul style="list-style-type: none"> <li>• Identify the purposes of listening.</li> <li>• Distinguish differences between casual and critical listening.</li> <li>• Discuss rules for effective listening.</li> <li>• Take notes.</li> <li>• Improve listening efficiency.</li> <li>• Improve ability to follow instructions on the job.</li> <li>• Remember more of what is heard.</li> <li>• Recognize the correlation between good listening skills and job success.</li> <li>• Discuss the effect of bias, prejudice, and attitude on interpretation of message.</li> <li>• Recognize the importance of body language.</li> </ul>	Class discussions  Paraphrasing of conversations, directions, instructions, and short oral communications  Quiz  Notebook

B. Integrate other communication skills and listening skills.	<ul style="list-style-type: none"> <li>• Relate what was heard by paraphrasing and asking questions.</li> <li>• Use reading skills to prepare for listening.</li> <li>• Reinforce listening with note taking and message</li> </ul>	Written and oral paraphrasing  Note taking  Quiz
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	taking.	
C. Speak using skills appropriate to formal and informal speech situations.	<ul style="list-style-type: none"> <li>• Adjust presentation according to audience and purpose.</li> <li>• Develop effective verbal communication skills to create the desired impression or effect on the audience.</li> <li>• Discuss the importance of correct enunciation and pronunciation.</li> <li>• Adjust voice quality, volume, and inflection to provide emphasis to ideas or to influence the audience.</li> <li>• Recognize the importance of preparation.</li> <li>• Identify, discuss, and practice proper telephone techniques.</li> </ul>	<p>Student demonstrations  Rubric  Peer assessment  Teacher observation</p>
D. Contribute to discussion and other oral communication.	<ul style="list-style-type: none"> <li>• Ask relevant, clarifying questions.</li> <li>• Enhance the discussion by introducing and responding with relevant information, ideas, and opinions.</li> <li>• Listen to and acknowledge the contributions of others.</li> <li>• Paraphrase and summarize as needed.</li> </ul>	<p>Group discussions  Teacher observation  Peer assessment</p>
E. Participate in discussions and presentations.	<ul style="list-style-type: none"> <li>• Initiate, maintain, and close conversations.</li> <li>• Consider relevance, tact, courtesy, and sincerity in all oral communication.</li> <li>• Participate effectively in formal interview situations.</li> </ul>	<p>Teacher observation  Peer assessment  Demonstration  Checklist  Skits</p>

F. Use media for learning purposes.	<ul style="list-style-type: none"> <li>• Use various forms of media to obtain information for a particular intent.</li> <li>• Recognize the impact of media on public opinion.</li> <li>• Utilize a variety of media to design and develop effective presentations for a specific purpose.</li> </ul>	Presentation
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Strand: 1.8 Research  
Grade/Course: Business English – Grade 12

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Choose a topic for research.	<ul style="list-style-type: none"> <li>• Select, limit, and refine a topic for research.</li> </ul>	Teacher observation Discussion

B. Locate information using appropriate sources and strategies.	<ul style="list-style-type: none"> <li>• Use a variety of reliable primary and secondary resources to research topic.</li> <li>• Evaluate the importance and quality of the sources.</li> <li>• Select sources appropriate to the breadth and depth of the research.</li> </ul>	Note cards Teacher observation
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C. Organize, summarize, and present the main ideas from the research.	<ul style="list-style-type: none"> <li>• Take notes relevant to the research topic.</li> <li>• Develop a thesis statement based on the research.</li> <li>• Anticipate readers’ problems or misunderstandings.</li> <li>• Give precise, formal credit for others’ ideas, images, or information using a standard method</li> </ul>	Research paper Note cards Rubric Outline Teacher conference
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	<p>of documentation.</p> <ul style="list-style-type: none"> <li>• Write a paper displaying unity, clarity, and effective style.</li> <li>• Key paper using correct style and formatting for unbound reports.</li> <li>• Key paper in correct MLA style.</li> </ul>	
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District Recommended Instructional Approach For the Course To Drive Teacher's Instructional Activities
<ul style="list-style-type: none"> <li>• whole group instruction</li> <li>• small group instruction</li> <li>• cooperative groups</li> <li>• peer revising</li> <li>• peer editing</li> <li>• writing workshop</li> <li>• teacher and peer conferencing</li> <li>• games</li> <li>• projects</li> <li>• creative activities</li> <li>• class discussion</li> <li>• modeling process</li> <li>• direct instruction</li> <li>• self-reflection</li> <li>• oral presentations</li> <li>• individual instruction</li> <li>• role playing</li> <li>• dramatizations</li> <li>• independent study</li> <li>• research</li> <li>• Literature Circles</li> <li>• independent reading</li> <li>• guest speakers</li> <li>• review</li> <li>• interviews</li> </ul>