Pequea Valley School District
English

Unit 1: Introduction to the course: Communication in the real world   **Course: Business English**   **Grade: 11/12**

Planning the Focus Based on the Desired Result What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):

How is communication essential in relationships, life, and the workplace?

Keystone Eligible Content/Common Core Standard

CC.1.2.11-12.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.2.11-12.D - Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.4.11-12.I - Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CC.1.4.11-12.D - Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11-12.E
- Write with an awareness of the stylistic aspects of composition.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

Pacing: Approximate number of class sessions per unit
- 15 Class Sessions (3 Academic Weeks)

Tier 3 Vocabulary (Content specific vocabulary)
- analogy (Tier 3 – Domain-Specific)
- anecdote (Tier 3 – Domain-Specific)
- audience
- codes
- communication

- context
- credibility
- decoding
- emotion (Tier 3 – Domain-Specific)
- voice
- audience
- purpose

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".*
- the revision process (writing)
- types of writing
- good writing has focus, content, organization, style, and conventions
- audience and purpose dictate tone and style in writing
- Technology has changed how we write, what we write, and even why we write

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or "big ideas" in a statement of enduring understanding.*
- knowing your audience and purpose for writing is integral to "good" writing

Learning Outcome - What do students need to be able to **do** by the unit's end? *List skills and competencies, NOT learning activities*
- define and explain what the common elements of "good" writing are
- define and explain the revision process within the parameters of different types of writing assignments
- discuss different types of writing
- begin to develop a voice and style

Unit Assessments
- vocabulary quizzes
- diagnostic writing assignment
- project- Communication Problems in the Workplace presentation
- Collins Writing
  - Type I
    - What makes "good" writing brainstorm
    -
  - Type II
    - quiz on *Forbes* article "Why Every Employee At Your Company Should Have Communications Training"

- Type III
  - What makes "good" writing paragraph reflection

Literature:

- *Forbes* article "Why Every Employee At Your Company Should Have Communications Training"

Software/Resources:

- Vocabulary.com

Pequea Valley School District
English

Unit 2: Technology and Communication   **Course: Business English**   **Grade: 11/12**

Planning the Focus Based on the Desired Result What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):
How do technologies shape writing practices? How can consumers use technologies to communicate effectively and fairly?

Keystone Eligible Content/Common Core Standard
CC.1.3.11-12.A - Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11-12.D - Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.3.11-12.H - Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
CC.1.4.11-12.E - Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.3.11-12.E - Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.
CC.1.4.11-12.V - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Pacing: Approximate number of class sessions per unit
● 20 Class Sessions (4 Academic Weeks)

Tier 3 Vocabulary (Content specific vocabulary)
● College and career readiness
● Audience
● Point of view of text
● Author's choice
● Analyze
● Slang
● Idiom
● Style

- Voice
- Rhetoric- ethos, pathos, logos

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".*
- Author's Point of View, Purpose, & Perspective should be considered when evaluating & analyzing texts.
- Author's Rhetoric (Level 1) affects the credibility (Tier 3 - Domain-Specific) of an argument.
- Tone, Diction/Word choice impact meaning
- Text Organization & Structure impact (Tier 3 - Domain-Specific) the effectiveness & delivery (Tier 3 - Domain-Specific) of an author's message.
- Transitions are imperative for linking ideas.
- Arguments need support (Tier 2 - Cognitive Verb)

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or "big ideas" in a statement of enduring understanding.*
- Audience and purpose dictate your style, voice, and, in many cases, your organization
- To write well, it takes practice
- Ethos in writing is the most powerful and impactful form of rhetoric
- "good" writing connects with an audience through the use of storytelling and letting an audience in
- The Technological revolution has made a profound impact on writing in the 21st century, making audience and purpose more important that ever before

Learning Outcome - What do students need to be able to **do** by the unit's end? *List skills and competencies*
- communicate with an understanding of audience and purpose
- develop a personal writing
- use
- begin to develop a unique voice and style, using diction appropriate to audience and purpose

Unit Assessments
- vocabulary quizzes
- Social Media project
- writing analysis activities
- reading tests
- daily writing tasks
- Type III: response to Cameron Russell's TEDtalk "Looks Aren't Everything"- What is the effect of the power of image on a woman's success? Is perceived beauty always advantageous?
- Type III: Personal Essay

- Collin's Type I-II responses
  - Type II
    - Social Media awareness task
  - Type I
    - Five lines on a time in your life when you've confronted the idea of perceived beauty.
    - Ten lines on a time in your life when you have overcome an obstacle and the lesson you learned.

Literature:
- Essays- "My Misspent Youth" by Meghan Daum

Software/Resources:
- Vocabulary.com
- Achieve3000.com
- Online resources

Unit 3: Standards of Effective Writing   Course: Business English   Grade: 11/12

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):
When is professional writing "good," and how do we know? Who decides?

Keystone Eligible Content/Common Core Standard
CC.1.2.11-12.E - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CC.1.3.11-12.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.3.11-12.D - Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.3.11-12E - Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.
CC.1.3.11-12.D - Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.4.11-12.D - Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
CC.1.5.11-12.A - Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.F - Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Pacing: Approximate number of class sessions per unit
- 20 Class Sessions (4 Academic Weeks)

Tier 3 Vocabulary (Content specific vocabulary)
- Rhetoric- ethos, pathos, logos

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".*
- Author's Rhetoric (Level 1) affects the credibility (Tier 3 - Domain-Specific) of an argument.

- Tone, Diction/Word choice impact meaning
- Text Organization & Structure impact (Tier 3 - Domain-Specific) the effectiveness & delivery (Tier 3 - Domain-Specific) of an author's message.
- Transitions are imperative for linking ideas.
- Syntax also links ideas & sections of a text.
- Arguments need support (Tier 2 - Cognitive Verb)

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or "big ideas" in a statement of enduring understanding.*
- To write well, it takes practice
- Metaphor and analogies are an incredible tool for quality writing
- a good argument must be grounded in fact and centered around support

Learning Outcome - What do students need to be able to **do** by the unit's end? *List skills and competencies*
- understand how to write a professional letter
- understand and develop the parts of a resume
- continue to develop a unique voice and style, using diction appropriate to audience and purpose

Unit Assessments
- vocabulary quizzes
- reading tests
- Collins writing tasks
  - Type I
    - storytelling- 10 lines about a time that changed your life
    - parts of persuasion brainstorm
  - Type II
    - parts of an argument quiz
  - Type III
    - letter
    - resume

Literature:

- Essays

Software/Resources:

- Vocabulary.com
- Achieve3000.com
- Online resources

Unit 5: Effective Communication in American Life   **Course: Business English**   **Grade: 11/12**

Planning the Focus Based on the Desired Result
Planning the Focus Based on the Desired Result **What do you want all students to know, understand and do by the end of the unit?**

Unit Essential Question(s):
What are the issues you are willing to write for? How does our experience shape the issues that are important in our lives?

Keystone Eligible Content/Common Core Standard
CC.1.2.11-12.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.11-12.D - Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.4.11-12.I - Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CC.1.5.11-12.B - Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
CC.1.2.11-12.E - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CC.1.4.11-12.D - Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
CC.1.4.11-12.E
  ● Write with an awareness of the stylistic aspects of composition.
  ● Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  ● Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

Pacing: Approximate number of class sessions per unit
  ● 10 Class Sessions (3 Academic Weeks)

Tier 3 Vocabulary (Content specific vocabulary)
  ● analogy (Tier 3 – Domain-Specific)
  ● anecdote (Tier 3 – Domain-Specific)

- audience
- codes
- communication
- context
- credibility
- decoding
- emotion (Tier 3 – Domain-Specific)
- voice
- audience
- purpose

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".*
- the revision process (writing)
- types of writing
- good writing has focus, content, organization, style, and conventions
- paraphrasing
- analyzing literature

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or "big ideas" in a statement of enduring understanding.*
- knowing your audience and purpose for writing is integral to "good" writing
- "good" writing consists of focus, content, organization, style, conventions
- there is a difference between using sources to inform your writing versus paraphrasing and quoting

Learning Outcome - What do students need to be able to **do** by the unit's end? *List skills and competencies, NOT learning activities*
- define and explain what the common elements of "good" writing are
- define and explain the revision process within the parameters of different types of writing assignments

Unit Assessments
- vocabulary quizzes
- diagnostic writing assignment
- reading test
- project- writing and project portfolio
- project- current event presentation
- Collins Writing
  - Type I

- - ■
    - ○ Type III
      - ■ Using evidence from the writing, discuss how the author developed their ideas

Literature:

- Current event article including opinion pieces and social media posts

Software/Resources:

- Vocabulary.com
- Achieve3000.com

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English

Planning the Focus Based on the Desired Result What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):

What kinds of writing do people do in your profession? Why? How?

Keystone Eligible Content/Common Core Standard

CC.1.2.11-12.E - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CC.1.3.11-12.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.D - Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.3.11-12E - Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.

CC.1.3.11-12.D - Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.4.11-12.D - Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.5.11-12.A - Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.F - Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Pacing: Approximate number of class sessions per unit
- 20 Class Sessions (4 Academic Weeks)

Tier 3 Vocabulary (Content specific vocabulary)
- Rhetoric- ethos, pathos, logos

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".*
- Author's Rhetoric (Level 1) affects the credibility (Tier 3 - Domain-Specific) of an argument.

- Tone, Diction/Word choice impact meaning
- Text Organization & Structure impact (Tier 3 - Domain-Specific) the effectiveness & delivery (Tier 3 - Domain-Specific) of an author's message.
- Transitions are imperative for linking ideas.
- Syntax also links ideas & sections of a text.
- Arguments need support (Tier 2 - Cognitive Verb)

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or "big ideas" in a statement of enduring understanding.*
- To write well, it takes practice
- Storytelling is the basis to all impactful writing
- "good" writing connects with an audience through the use of storytelling

Learning Outcome - What do students need to be able to **do** by the unit's end? *List skills and competencies*
- develop an intro. beyond a general to specific style
- develop a conclusion that goes beyond a simple restatement of your main idea
- continue to develop a unique voice and style, using diction appropriate to audience and purpose

Unit Assessments
- vocabulary quizzes
- Story/ISearch project
- reading tests
- Collins writing tasks
  - Type I
    - storytelling- 10 lines about a time that changed your life
    - parts of persuasion brainstorm
  - Type II
    - parts of an argument quiz
  - Type III
    - argumentative social media/blog posts

Literature:

- Articles

Software/Resources:

- Vocabulary.com
- Achieve3000.com
- Online resources