

Designer Name(s): CGPercy
 Subject Area: ELA
 Unit Title/Focus: Real Life: Consumer Documents
 Estimated Amount of Instructional Time: 10 days

Date: 6/09/2014
 Grade Level(s):10

Stage 1 – (Desired Results)

State Content and Skill Standards:
CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-LITERACY.SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.L.9-10.5.B

Analyze nuances in the meaning of words with similar denotations.

Enduring Understandings: (what are the big ideas, what are the specific understandings desired)

Students will understand that:

- Levels of language are different for business applications.
- How to disseminate business language used in typical business interviews.
- Acceptable terminology and formats for business communications.
- How tone is used to convey different messages.

Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)

- What influences an interviewer’s interpretation?
- What are the components of a business document’s language?
- Where can you find help for writing resumes and cover letters?
- When can tone be used appropriately and inappropriately?

Big Idea(s)

The language of business has specific requirements and uses.

What Students will know: (what knowledge will they acquire)

- What are the specific forms of business communications.
- How to format business documents.
- Forms of business communication beyond the formal letter.

What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)

- Disseminate business language used in interviews.
- Identify specific tones in business speak.
- Use specific language to craft business letters and documents.

Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)

Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)

Prepare sample documents for possible business situations.
 Mock job interview using supporting documents (resume, cover letter, and job application).

Other Evidence: (quizzes, tasks, academic prompts, homework, observations)

Create catalogs of sample documents.
 Create vocabulary lists for business terms.
 Quizzes on vocabulary and terminology.

Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:
<i>Learning Activities:</i> Where: Collect and organize information on types of business documents Hook: Students explore a variety of types and versions of business documents Equip: Develop additional vocabulary and practice using business examples Rethink/Revise: Consider historically accepted business and career practices Evaluate: Find links to business subjects in modern media sources Tailor business samples to match student interests Create presentations using electronic devices and systems

W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)

H=HOOK all students and hold their interest

E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue

R=Provide opportunities to RETHINK and REVISE their understanding/work

E (2)=Allow students to EVALUATE their work

T=Be TAILORED (personalized) to different needs, interests, and abilities of learners

O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

Assessment Tasks that Provide Evidence for Claims including DOK	<input type="checkbox"/> Claim #1/DOK 3
	<input type="checkbox"/> Claim #2/DOK 3
	<input type="checkbox"/> Claim #3/DOK 3
	<input type="checkbox"/> Claim #4/DOK 3
Achievement Level Descriptors	ALD #1: ALD #2: ALD #3: ALD #4: (circle one):