

Designer Name(s): CGPercy

Date: 6/05/2014

Subject Area: ELA

Grade Level(s):9

Unit Title/Focus: Real Life: Consumer Documents

Estimated Amount of Instructional Time: 10 days

Stage 1 – (Desired Results)

State Content and Skill Standards:

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.W.9-10.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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 common business documents.
- 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 a reader's interpretation?
- What are the components of a business document's language?
- Where can you find help for confusing and complicated forms or documents?
- 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 communication.
- 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 documents.
- 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)	
<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <p>Prepare sample documents for possible business situations. Mock job interview using supporting documents (resume, cover letter, and job application).</p>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Create catalogs of sample documents. Create vocabulary lists for business terms. Write short reflections in response to observations of mock interviews.</p>
Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:	
<p><i>Learning Activities:</i></p> <p>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</p>	

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 2
	<input type="checkbox"/> Claim #2/DOK 2
	<input type="checkbox"/> Claim #3/DOK 2
	<input type="checkbox"/> Claim #4/DOK 2
Achievement Level Descriptors	ALD #1: <input type="checkbox"/> ALD #2: <input checked="" type="checkbox"/> ALD #3: <input type="checkbox"/> ALD #4: <input type="checkbox"/> (circle one):