

<p><b>Technical Writing in the 21<sup>st</sup> Century</b>  <b>LA Elective Curriculum 1 Semester - Unit 1</b>  Enduring Understandings  Writing in the 21<sup>st</sup> Century provides an outlet for authentic written and verbal communication and engages students with real world application.</p>	<p>Essential Questions:  -What are the elements of clear communication?  -What is the relationship between clear communication and professional success?  -How is each professional genre distinctive?  -What roles do reading and writing play in the workplace and how do we prepare for those roles?</p>
--	---

<b>Cross Curricular Connections:</b>			
<b>Time</b>	<b>Knowledge/Performance Standards (GLE's)</b>	<b>Performance Task Assessment</b>	<b>Resources</b>
<p><b>Unit:</b> 18 weeks</p>	<p><b>Reading Focus</b>  - Professional/Technical Genres</p> <p><b>Writing Focus</b>  - Workplace Writing</p> <p><b>The student will know...</b></p> <ul style="list-style-type: none"> <li>- The conventions of Standard Written English (SWE).</li> <li>- The relationship between grammatical conventions and concise technical communication</li> <li>- The importance of thoughtful revision in the technical writing process</li> <li>-</li> <li>-</li> </ul> <p><b>Performance Standards/Grade Level Expectations:</b></p> <p><b>Reading</b>  <b>The student analyzes content and structure of genres</b></p> <ul style="list-style-type: none"> <li>• [10] 4.5.1: Identifies and emulates the variety of nonfiction professional genres, relating the use of conventions to the textual purposes</li> <li>• [10] 4.5.2: Evaluates the intended effects of a piece of professional written matter</li> </ul>	<p><b>Formative:</b></p> <ol style="list-style-type: none"> <li>1. The student will learn about work related research and the documentation of primary and secondary sources.</li> <li>2. The student will learn the generic process for technical writing.</li> <li>3. The student will be introduced to the composition of e-mails, memorandums, and letters.</li> <li>4. The student will write collaboratively, acknowledging the importance of audience rhetorically.</li> <li>5. The student will learn about the inclusion of graphics in reports and other types of workplace writing.</li> <li>6. The student will learn about the appropriate composition of</li> </ol>	<p>Core Materials</p> <ul style="list-style-type: none"> <li>• Smith-Worthington, Darlene, and Sue Jefferson. <u>Technical Writing for Success</u>. Mason, OH: Thompson South-Western, 2005.</li> </ul> <p>Supplementary</p> <ul style="list-style-type: none"> <li>• Examples of workplace writing from a variety of sources</li> <li>• <u>Reading in the Workplace</u> by Holly Johnson</li> <li>• <u>Writing in the Workplace</u> by Holly Johnson</li> <li>• Community members presenting on their particular professional genres</li> </ul>

<p><b>Technical Writing in the 21<sup>st</sup> Century</b>  <b>LA Elective Curriculum 1 Semester - Unit 1</b>  Enduring Understandings  Writing in the 21<sup>st</sup> Century provides an outlet for authentic written and verbal communication and engages students with real world application.</p>	<p>Essential Questions:  -What are the elements of clear communication?  -What is the relationship between clear communication and professional success?  -How is each professional genre distinctive?  -What roles do reading and writing play in the workplace and how do we prepare for those roles?</p>
--	---

	<p><b>The student uses strategies to decode or comprehend meaning of words in text</b></p> <ul style="list-style-type: none"> <li>R[10] 4.1 and R[10] 4.1.2: Determining the meaning of workplace texts, focusing on decoding of instructions, manuals, and reports</li> </ul> <p><b>The student follows written directions</b></p> <ul style="list-style-type: none"> <li>R[10] 4.4.1 and R [10] 4.4.2: Follows multi-step directions and relates these directions to workplace writing tasks, focusing on the generic conventions of workplace writing; Additionally, students will construct multi-step directions according to established guidelines</li> </ul> <p><b>The student analyzes content of text to differentiate fact from opinion</b></p> <ul style="list-style-type: none"> <li>R[10] 4.7.1 and R[10] 4.7.2: Determining the presence of bias in a piece of workplace writing and articulating that bias in analytical form, simultaneously judging the author’s intention</li> </ul> <p><b>The student connects and evaluates cultural influences/events</b></p> <ul style="list-style-type: none"> <li>R[10] 4.9.1 and R[10] 4.9.2: Analyzing the effects of historical or cultural influences/events on workplace writing texts</li> </ul> <p><b>Demonstrate Positive Attitudes and Behaviors Towards Print</b></p> <ul style="list-style-type: none"> <li>ASDR M.16: Identifying the importance of clear, concise prose in workplace advancement</li> </ul>	<p>instructions, focusing on the organization and format.</p> <ol style="list-style-type: none"> <li>The students will learn about the creation and execution of oral presentations.</li> <li>The students will write and understand the role of recommendation reports and proposals in workplace writing.</li> <li>The student will distinguish between technical reading and literary reading.</li> <li>The student will develop strategies for reading technical passages.</li> </ol> <p><i>Summative:</i></p> <ol style="list-style-type: none"> <li>The student will plan and write several paragraphs, acknowledging the variety of audiences he/she encounters daily.</li> <li>The student will produce products of every mode of technical writing, including law</li> </ol>	
--	---	---	--

<p><b>Technical Writing in the 21<sup>st</sup> Century</b>  <b>LA Elective Curriculum 1 Semester - Unit 1</b>  Enduring Understandings  Writing in the 21<sup>st</sup> Century provides an outlet for authentic written and verbal communication and engages students with real world application.</p>	<p>Essential Questions:  -What are the elements of clear communication?  -What is the relationship between clear communication and professional success?  -How is each professional genre distinctive?  -What roles do reading and writing play in the workplace and how do we prepare for those roles?</p>
--	---

	<ul style="list-style-type: none"> <li>ASDR M.16: Recognizing the integral role of print media in every possible career field choice</li> </ul> <p><b>Writing</b>  <b>The student writes about a topic</b></p> <ul style="list-style-type: none"> <li>W[10] 4.1.1: Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation: a recognition that all clear, well-structured writing adds to workplace performance</li> <li>W[10] 4.1.3: Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases</li> </ul> <p><b>Student writes for a variety of purposes and audiences</b></p> <ul style="list-style-type: none"> <li>W[10] 4.2.2: Writing effectively in the genre of professional/workplace/technical writing</li> <li>W[10] 4.2.3: Writing research based reports, emulating a variety of professional writing styles</li> </ul> <p><b>The student writes and edits using conventions of Standard English</b></p> <ul style="list-style-type: none"> <li>W[10] 4.3.1-4.3.5: Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing, especially in the construction of workplace writing</li> </ul>	<p>enforcement, construction, business management, etc.</p> <ol style="list-style-type: none"> <li>The student will produce a memorandum, an e-mail, a resume, and an employment letter.</li> <li>The student will revise a piece of writing.</li> <li>The student will produce an oral/written presentation, utilizing the six steps: planning, organizing, composing, preparing, rehearsing, and presenting.</li> <li>The student will research a professional/occupational genre common in the community, determine its characteristics, and emulate them in mock piece.</li> <li>The student will submit an essay, articulating the reasons that a particular genre has particular traits.</li> <li>The student will incorporate graphics</li> </ol>	
--	--	--	--

<p><b>Technical Writing in the 21<sup>st</sup> Century</b>  <b>LA Elective Curriculum 1 Semester - Unit 1</b>  Enduring Understandings  Writing in the 21<sup>st</sup> Century provides an outlet for authentic written and verbal communication and engages students with real world application.</p>	<p>Essential Questions:  -What are the elements of clear communication?  -What is the relationship between clear communication and professional success?  -How is each professional genre distinctive?  -What roles do reading and writing play in the workplace and how do we prepare for those roles?</p>
--	---

	<p><b>The student revises writing</b></p> <ul style="list-style-type: none"> <li>W[10] 4.4.1, W[10] 4.4.2, and W[10] 4.4.3: Employing thoughtful revision techniques, student will revise at a sentence level, recognizing the specific conventions of technical writing</li> </ul> <p><b>The student documents sources</b></p> <ul style="list-style-type: none"> <li>W[10] 4.5.1: Cite sources according to a specific documentation format, using a documentation system aligned with that technical writing style</li> </ul> <p><b>The student uses resources</b></p> <ul style="list-style-type: none"> <li>W[10] 4.6.1, W[10] 4.6.2, W[10] 4.6.3, and W[10]4.6.4: Uses a variety of resources independently and collaboratively to determine accuracy of spelling, professional diction, graphic annotations, and technical formatting</li> </ul>	<p>into a piece of workplace writing.</p> <ol style="list-style-type: none"> <li>The student will write an informative report on a subject of his/her choosing.</li> <li>The student will decode, summarize, and analyze numerous pieces of workplace writing.</li> <li>The student will produce a proposal and a recommendation report.</li> </ol>	
--	---	---	--