

ENGLISH
Technical Writing

cycle	Content/Performance Standards Addressed	Benchmarks for Student Achievement Students will be able to:	Assessment
1, 2, 3	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Read and follow written directions and procedures to solve problems and accomplish tasks - use workplace documents and technical manuals • Analyze and synthesize information from different sources, making connections and showing relationships to other texts, ideas, and subjects and to the world at large <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Read, view, and interpret texts and performances in every medium (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide variety of authors, subjects, and genres - build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written • Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives - monitor their own comprehension by questioning, reviewing, revising, and rereading to enhance overall comprehension • Read literary criticism to increase comprehension and appreciation of literary texts - use a variety of written responses, such as double-entry journals and reading logs, to integrate new concepts with existing knowledge 	<ul style="list-style-type: none"> - Create a webpage. They will maintain these web tools and use them to publish all of their work for the course. - Approach all future course work with a college ready focus with a greater understanding of the purpose, criteria, tasks and “Guidelines” components in all exercises, reading assignments, class discussions, etc. - Exhibit improving skill levels in note taking, language usage and mechanics, vocabulary, analysis of various writing genres, and essay writing skills. - Write a quality “Listening” essay that includes a controlling idea applicable to the stated task and supporting “note taking” information actually presented in the selected passage at the core of the “Task”. - Demonstrate a willingness to work to improve as an individual in all ELA “Standards” areas as a worthwhile goal and a means of achieving greater success throughout the future. - Exhibit continuing skill growth in standard English usage and mechanics as per all written and discussion work. - Develop a quality research paper. - Proofread and revise all written work with greater competence. - Identify a wide variety of literary elements and techniques as apparent in quality works of literature and discuss how such elements and techniques enhance work in question. 	<ul style="list-style-type: none"> ▪ Quizzes and Tests Vocabulary Verbal Analogies Usage and Mechanics Reading Comprehension Literary terms and elements Literature Unit Reviews <ul style="list-style-type: none"> -content -reading comprehension ▪ Writing Assignments – Homework ▪ Essays -Literature

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<ul style="list-style-type: none">• Read literary texts aloud to convey an interpretation of the work <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none">• Analyze and evaluate nonfiction<ul style="list-style-type: none">- identify text structure, using supports such as graphic organizers- preview a text (e.g., in order to build a schema), noticing structural markers, such as headings and subheadings- identify the particular kinds of language used in particular texts• Analyze and evaluate fiction, including the effect of diction and figurative language<ul style="list-style-type: none">- use a variety of written responses, such as double-entry journals and reading logs, to identify literary elements and evaluate their effectiveness• Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as psychological <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none">• Share reading experiences with a peer or adult; for example, read together silently or aloud and discuss reactions to texts• Consider the age, gender, social position, and cultural traditions of the writer• Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication <ul style="list-style-type: none">• Thematic Focus “<u>Habits of Mind</u>”• <u>Syllaweb</u> – course anthology for selected poems, short stories, etc.	<ul style="list-style-type: none">- Peer review classmates work using this protocol: I heard, I noticed, I wondered. In addition further criteria will be established based on ELA Standards	
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<p>Suggested <u>short stories</u>: Setting, Characterization, Plot, theme, symbol, point of view, foreshadowing, flashback <u>and more</u>. “Harrison Bergeron” - Symbolism “Emperor’s Three Questions” – Irony “The Necklace” – Characterization “The Cask of Amontillado” – Theme/Point of View</p> <p><u>Hot Words – VETY</u></p> <p>Suggested Poems: “Road Not Taken” “Richard Cory” “Shall I Compare thee to a summer’s day?” More on <u>Poetry website</u></p> <p>Text sources will be online magazines and newspaper articles and editorials.</p>		
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