

**UNIT OF STUDY - #7**

<b>Title:</b> The Real World		<b>Subject/Course:</b> Pre-AP English		<b>Length:</b> 2 weeks	
<b>Topic:</b> Practical Texts		<b>Grade:</b> 10		<b>Designer:</b> J. Powers & M. Harness	
<b>UNIT GOALS AND EXPECTATIONS</b>					
<b>IMPORTANT CONCEPTS/UNDERSTANDINGS:</b> -To function well as adults, students must be able to read practical documents. -Students must be able to compose practical documents to take care of their business and to make a good impression.			<b>ESSENTIAL QUESTIONS:</b> -What is a practical text? -How do I read practical texts differently from literary texts? -Why is it important that I know how to read practical texts? -Why is it important that I know how to write practical documents?		
<b>STUDENT LEARNING EXPECTATIONS:</b> R.10.10.1 Read across the curriculum a variety of such practical texts (informational and technical texts) as advertisements, warranties, manuals, job and career descriptions, and applications R.10.10.2 Interpret and use information in practical, informational and technical texts to: <ul style="list-style-type: none"> <li>• Follow instructions to perform specific tasks, answer questions, or solve problems</li> <li>• Identify the main ideas and determine the essential elements that support the main ideas</li> <li>• Summarize the texts and explain the relationship of visual components to the texts</li> <li>• Distinguish between a summary and a critique</li> <li>• Interpret and use information in maps, charts, graphs, time lines, tables, and diagrams</li> <li>• Identify interrelationships between and among ideas and concepts within a text</li> <li>• Identify and compare information from multiple source</li> <li>• Draw conclusions based on evidence from texts</li> </ul>			W.5.10.5 Write a variety of work related documents such as memos, emails, and correspondence, that: <ul style="list-style-type: none"> <li>• follow a customary format, including proper salutation, closing, and signature and create predictable structures through the use of headings, white space, and graphics</li> <li>• address audience needs, stated purpose and context</li> <li>• provide clear, purposeful information that includes relevant information and excludes extraneous information</li> <li>• use appropriate vocabulary, tone, and style</li> <li>• use appropriate strategies, such as providing facts and details, describing and analyzing the subject, and explaining benefits or limitations</li> </ul> W.5.10.9 Write across the curriculum		
<b>SPECIFIC DECLARATIVE KNOWLEDGE – What I know</b> -the types of practical texts -how to read practical texts -how to summarize practical texts -how to compose practical texts			<b>SPECIFIC PROCEDURAL KNOWLEDGE – What I will do</b> -read practical texts -analyze practical texts -summarize practical texts -compose practical texts		
<b>UNIT ASSESSMENTS</b> (Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)					
-Create a memo -Create an email					
<b>Traditional Assessments:</b> -quizzes -tests			<b>Other Evidence of Learning:</b> -open responses -writing directions		

<b>ACTIVITIES AND LEARNING EXPERIENCES</b>	<b>Resources</b>
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<p>I will give bellringers most days to activate prior knowledge.</p> <p>Bellringer – I'll give them a definition for practical texts and have them list as many as they can think of. We'll go from that to the introduction on pgs. 908-9 and a "Reading Nonfiction" PowerPoint</p> <p>Use the GIST method and/or tweets to summarize practical texts.</p> <p>(Most of the following texts have open responses, but I will only choose one or two to do with an open response.)</p> <p>Bellringer – What are text features that make things easy to read? Evaluating the Logic of Functional Documents</p> <ul style="list-style-type: none"> <li>• magazine article about multi-media sound cards</li> </ul> <p>Bellringer – Have you ever tried to install equipment or helped anyone to? Following Technical Directions</p> <ul style="list-style-type: none"> <li>• instruction manual - "Installing a Computer Sound Card"</li> <li>• I will have them write their own directions about how to do something technical.</li> </ul> <p>Bellringer – What kinds of contracts do your parents or you have to sign? Analyzing Functional Workplace Documents</p> <ul style="list-style-type: none"> <li>• a contract</li> </ul> <p>Bellringer - What sort of documents will you have to read as an adult? Reading Consumer Documents</p> <ul style="list-style-type: none"> <li>• trouble-shooting guide</li> <li>• product information</li> </ul> <p>Bellringer – To whom would you write a business memo or email? For what purpose? Writing Technical Documents</p> <ul style="list-style-type: none"> <li>• memo</li> <li>• business email</li> </ul> <p>I'll model how to compose both of these after we see examples, and then they'll compose their own.</p>	<p><i>Elements of Literature</i> 4<sup>th</sup> course</p> <p><i>Elements of Literature</i> PowerNotes</p> <p>Practical documents from home</p> <p>MAX strategies</p> <p>Computer lab</p>
<b>Career Connections</b>	
<p>Technical writer, business person, consumer advocate</p>	