

UNIT OF STUDY

<p>Title: The World of Consumer and Workplace Documents (1) Subject/Course: English Length: 4 weeks (Pre-AP Bolded)</p>	
<p>Topic: Elements of Informational text Grade: 9 Designer: Ellen Hope</p>	
<p>UNIT GOALS AND EXPECTATIONS</p>	
<p>IMPORTANT CONCEPTS/UNDERSTANDINGS:</p> <p>Consumer and workplace documents convey information. It is necessary to be able to find and interpret informational texts. All academic contents incorporate informational texts. The writing process must be adhered to.</p>	<p>ESSENTIAL QUESTIONS:</p> <p>What is informational text? How do consumer and workplace documents convey information? Where do we see informational text/documents? How do informational texts differ from literary prose? What is the writing process?</p>
<p>STUDENT LEARNING EXPECTATIONS:</p> <p>Ongoing SLEs R.10.9.2 Evaluate clarity and accuracy of information in practical texts R.9.9.8 Summarize and paraphrase structures in informational and literary texts, including relationships among concepts and details R.9.9.10 Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes R.9.9.12 Define fallacies and identify fallacies in a text W.4.9.2 Plan and organize writing to address a specific audience and purpose with emphasis on narration W.6.9.3 Communicate clearly the purpose of writing W.6.9.1 Use knowledge of types of clauses (main, subordinate) W.6.9.10 Use commas and semicolons to distinguish and divide main and subordinate clauses W.6.9.11 Use colons and dashes effectively in writing W.6.9.12 Use punctuation correctly and recognize its effect on sentence structure R. 10.9.1 Read across the curriculum a variety of such practical texts (informational and technical texts) as advertisements, warranties, manuals, handbooks, agendas, labels, warnings, and directions</p>	<p>W.5.9.5 Write a variety of work related documents such as letters, including letters of complaint or apology, that:</p> <ul style="list-style-type: none"> • follow a customary format, including proper salutation, closing and signature and create predictable structures through the use of headings, white space, and graphics • address audience needs, stated purpose and context • provide clear, purposeful information that includes relevant information and excludes extraneous information • use appropriate vocabulary, tone, and style <p>use appropriate strategies, such as providing facts and details and/or describing and analyzing the subject W.5.9.3 Write expository compositions, including analytical essays and research reports that: assemble and convey evidence in support of the thesis W.6.9.4 Apply rules for the parts of a sentence, including subject/verb, direct/indirect object, predicate nominative/predicate adjective, objective complement, and pronoun case IR.12.9.10 Organize information and use a style manual such as MLA or APA to create: note cards, formal outlines, works cited page or resource page, thesis statement within a prescribed time frame and/or length requirements as appropriate R.9.9.6 Recognize the role of bias for both author and reader in the comprehension of a text</p>
<p>SPECIFIC DECLARATIVE KNOWLEDGE – What I know</p> <p>Define the following: Informational Materials/Text, consumer documents, public documents, workplace documents, technical documents, warranty, contract, instruction manual (consumer & workplace), search engine, browser, citation,</p>	<p>SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do</p> <p>Write using the writing process Write a business letter Write a bibliography/works cited page</p>

copyright, writing process Analyze elements of consumer documents Analyze technical directions Analyze how to cite internet sources in a Works Cited list Analyze the structure and format of functional workplace documents Analyze the logic of functional documents	Write a clear thesis for an expository composition Support the thesis with relevant main points or reasons Support main points or reasons with relevant evidence
UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)	
Open response (practical text): Hearty Scrambled Eggs Evaluate examples of informational text and place in correct category Write an expository essay (following the writing process and domain writing)/revise as needed, one-on-one, in pairs, etc Written analysis of cartoon/essays (domain) <ul style="list-style-type: none"> • Pick a few details used and comment on how they contribute to the meaning of the writing and the attitude of the speaker • "Talk about the words" in class: Why are certain words chosen? What do they mean? How does it focus the argument? • Use this to improve diction 	
Traditional Assessments: Test over informational text terminology (explain differences between consumer/workplace documents) Quiz/Test over the writing process	Other Evidence of Learning: Compose a business letter implementing correct format, style, tone, etc Create a bibliography/works cited page (using proper MLA format) Use of writing process (all steps) Bell ringers, double-entry journals, annotation

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>Unit information: This is a unit that introduces the terms and skills that students will need so that they may understand various types of informational text. Students will understand the informational text terms that are incorporated in consumer and workplace documents, how these documents different from one another, and how to utilize the information given within.</p> <p>Bellringers daily to activate prior knowledge, incorporate mini-lessons of grammar, or use as a pre-discussion topic</p> <p>Students will look at examples within Elements of Literature (pages 948-973) of informational texts</p> <p>LSD 4-step vocabulary of warranty, contract, instruction manual, search engine, browser, citation, copyright</p> <p>Students will use MLA format to cite sources (specific sources given by teacher or found on internet)</p> <p>Students will have 13 different documents (listed on page 947) and will analyze each document to determine their category, i.e. consumer, public, workplace, technical and which specific document in that category</p> <p>Locate specific examples of consumer and workplace documents (contracts, instruction manuals, warranties, letters, installation instructions)</p>	<p>Elements of Literature</p> <p>LSD 4-step</p> <p>Smart Board</p> <p>Internet</p> <p>Various examples of Informational texts</p> <p>MLA Handbook/ Citationmachine.net</p>

<p>Students will follow logical sequencing of directions to perform a specific task</p> <p>Introduce students to writing process; model process completely for students</p> <p>Students will write a business letter to a community business or organization, using correct format, tone, style</p> <p>Cube analysis of a practical text</p> <p>Use of Cornell Note-taking throughout</p> <p>Lit Lab book assessment (container project, newspaper article, collage project, author research, etc)</p> <p>Pre-AP (in bold)</p> <p>Introduction to Rhetoric—Analysis of Political Cartoon (re: Facebook, Swine Flu, Texting while Driving)/Analysis of Essay (“Naps”, by Barbara Holland)</p> <ul style="list-style-type: none"> • Determining subject matter • SOAPStone <p>Introduction to Annotation—marking the pages of the book, passage, or poem as they read. Students note what they think is important, what they think a passage means, and what ideas and questions that passage raises.</p> <ul style="list-style-type: none"> • Highlight or underline key words and sentences • Bracket important passages • Connect related ideas with lines • Outline the main ideas in the margin • Circle words to be defined. • Write brief comments and questions in the margin. • Place an asterisk beside something unusual, special, or important • Label important events in the plot at the top of the page or with a “post-it” note <p>Various texts in the sources highlighted will be used for practice of annotation</p>	<p><u>Everyday Use</u></p> <p><u>One Hundred Great Essays</u></p> <p><u>America Now</u></p> <p>Various political cartoons found in newspapers, magazines, internet, etc.</p>
<p>Career Connections</p>	
<p>Public/Business Administrator, Executive Assistants, Secretarial Field, Public Office, etc</p>	