

Statewide Manufacturing Curriculum Contextualized Writing Module

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>1. Identify and examine written industry-specific documents for purpose and audience</p>	<ul style="list-style-type: none"> • Memo • E-mail • Fax • Telephone message • Note to inform: e.g., machine breakdown • Note to persuade: e.g., suggestion, complaint • HR forms • Instructions • Work task-related forms • Employee newsletter • Log • Schedule • Other forms 	<ul style="list-style-type: none"> • Student examines workplace documents and completes chart. <ul style="list-style-type: none"> ○ Use: Outcome 1 Activity 1 • Student uses website: http://writese.cuny.edu/work/index.html to practice writing. <ul style="list-style-type: none"> ○ Use: Outcome 1 Activity 2 • Student maintains an activity log. <ul style="list-style-type: none"> ○ Use: Outcome 1 Activity 3 • Student reads and discusses various workplace scenarios. <ul style="list-style-type: none"> ○ Use: Outcome 1 Activity 4 	<p>Student report of chart completion</p> <p>Written e-mail</p> <p>Log completion</p> <p>Written responses to Think About It! section from each scenario</p>

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<p>3. Practice writing style appropriate for the workplace</p>	<ul style="list-style-type: none"> • Clear and concise sentences • Simple language • Precise supporting details • Accurate statements • Readable format • Well-organized thoughts • Reader-centered language with positive approach • Informative 	<ul style="list-style-type: none"> • Student writes on the importance of reviewing a company Employee Handbook. <ul style="list-style-type: none"> ○ Use: Outcome 3 Activity 7 • Student practices writing on topics from the <i>OSHA Safety Training Handbook</i> and uses Editing Checklist. <ul style="list-style-type: none"> ○ Use: Outcome 3 Activity 8 • Student reads and discusses various workplace scenarios. <ul style="list-style-type: none"> ○ Use: Outcome 3 Activity 9 • i-Pathways: <i>Language Arts: Writing</i>—Unit 2: Usage, Paragraph Organization, and Writing—Lesson 2: Confusing Words • i-Pathways: <i>Language Arts: Writing</i>—Unit 2: Usage, Paragraph Organization, and Writing—Lesson 3: Word Choice • i-Pathways: <i>Language Arts: Writing</i>—Unit 2: Usage, Paragraph Organization, and Writing—Lesson 4: Sentences and Paragraphs • i-Pathways: <i>Language Arts: Writing</i>—Unit 2: Usage, Paragraph Organization, and Writing—Lesson 5: Writing Paragraphs • CARS: <i>Writing</i>—Unit 4: Effective Sentences—Lesson 1: Word Choice & Lesson 3: Sentence Variety & Lesson 4: Sentence Clarity 	<p>Peer editing</p> <p>Teacher evaluation</p> <p>Written responses to Think About It! section from each scenario</p>

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<p>4. Apply the writing process in a workplace context</p>	<ul style="list-style-type: none"> • Write one-step instructions • Write multi-step instructions • Organize ideas in sequential order • Use linking words: e.g., transitions, conjunctions • Create and label a graph • Use industry-specific vocabulary linked to readings • Fill out or complete forms: e.g., Accident/Injury Report form • Write a communication appropriate to the workplace: e.g., summarize a work task 	<ul style="list-style-type: none"> • Student completes accident report forms. <ul style="list-style-type: none"> ○ Use: Outcome 4 Activity 10 • Student completes Vacation Request form. <ul style="list-style-type: none"> ○ Use Outcome 4 Activity 11 • Students engage in sequencing activities on workplace safety using sentence strips and Sequence graphic organizer. <ul style="list-style-type: none"> ○ Use: Outcome 4 Activity 12 • Student reads and discusses various workplace scenarios. <ul style="list-style-type: none"> ○ Use: Outcome 4 Activity 13 • i-Pathways: <i>Language Arts: Writing</i>—Unit 1: Sentence Structure—Lesson 4: Understanding Sentence Structure • i-Pathways: <i>Language Arts: Writing</i>—Unit 1: Sentence Structure—Lesson 5: Combining Sentences • CARS: <i>Writing</i>—Unit 2: Sentence Structure/Mechanics—Lesson 2: Understanding Sentence Structure & Lesson 3: Combining Sentences 	<p>Teacher observation of form completions</p> <p>Partner information check</p> <p>Accuracy check of sentence strips and graphic organizer</p> <p>Written responses to Think About It! section from each scenario</p>

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<p>5. Apply mechanics to writing</p>	<ul style="list-style-type: none"> • Punctuation • Spelling • Grammar: e.g., sentence structure • Capitalization • Workplace abbreviations 	<ul style="list-style-type: none"> • Student uses website http://owl.english.purdue.edu/ to practice writing mechanics. <ul style="list-style-type: none"> ○ Use: Outcome 5 Activity 14 • Students engage in paired dictation. <ul style="list-style-type: none"> ○ Use: Outcome 5 Activity 15 • Student reads and discusses various workplace scenarios. <ul style="list-style-type: none"> ○ Use: Outcome 5 Activity 16 • i-Pathways: <i>Language Arts: Writing</i>—Unit 1: Sentence Structure—Lesson 1: Learning to Identify and Use Parts of Speech • i-Pathways: <i>Language Arts: Writing</i>—Unit 1: Sentence Structure—Lesson 2: Capitalization • i-Pathways: <i>Language Arts: Writing</i>—Unit 1: Sentence Structure—Lesson 3: Punctuation • CARS: <i>Writing</i>—Unit 2: Sentence Structure/Mechanics—Lesson 1: Identifying and Using Parts of Speech & Lesson 2: Understanding Sentence Structure & Lesson 3: Combining Sentences & Lesson 4: Errors in Grammar <p>*Completed student writing activities are compiled in an individual student portfolio.</p>	<p>Printout of scores for completed exercises</p> <p>Partner correction</p> <p>Written responses to Think About It! section from each scenario</p>