



# Grade 12 - Writing for Career and College Unit 3: My Writing and My Career

## Unit Focus

During the prior unit, students learned skills and strategies for academic writing. In this final unit, all of the learning thus far will be transferred to career-based writing. Students will be encouraged to reach out to people in career fields that interest them as a means to learn about the type of writing that those professionals do. We will use that information to help students further develop the types of writing skills that they will need to thrive in their careers. This means that many of the lessons in this unit will be driven by the students' needs and not a pre-determined list. In addition, some time will be spent talking about email etiquette.

As with the prior two units, all writing will go into a portfolio. At the end of this unit, and thus the course, students will reflect on their growth.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>Common Core</b> English Language Arts: 11-12 <ul style="list-style-type: none"><li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.) (CCSS.ELA-LITERACY.W.11-12.4)</li><li>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.ELA-LITERACY.W.11-12.5)</li><li>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS.ELA-LITERACY.SL.11-12.4)</li><li>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS.ELA-LITERACY.SL.11-12.6)</li><li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-LITERACY.L.11-12.1)</li></ul>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Use a variety of planning tools and sources to gather and to create independent goals and ideas for writing. <b>T2</b> Generate and capture ideas (e.g., from mentor authors, personal experiences) to explore in writing. <b>T3</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
	<i>Students will understand that...</i> <b>U1</b> The type of writing for different professions can vary widely. <b>U2</b> All jobs, regardless of the type of writing, require professional etiquette and mastery of writing conventions. <b>U3</b> Professional etiquette applies to speech, not just writing. <b>U4</b> Emails in the workplace are professional documents and should be treated as such. <b>U5</b> Writing is a continuous process, and we can always improve.	<i>Students will keep considering...</i> <b>Q1</b> What type of writing does my future career require? <b>Q2</b> What skills and knowledge do I need to be a successful writer in my chosen field? <b>Q3</b> How have I improved as a writer, and how can I continue to get better? <b>Q4</b> How can I communicate effectively and professionally (in writing and speech)?
	<b>Acquisition of Knowledge and Skill</b>	
	<b>Knowledge</b>	<b>Skill(s)</b>
	<i>Students will know...</i> <b>K1</b> Professional etiquette (written and spoken form)	<i>Students will be skilled at...</i> <b>S1</b> How to write an effective and professional email

## Stage 1: Desired Results - Key Understandings

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA.LITERACY.L.11-12.2)

### **Madison Public Schools Profile of a Graduate**

- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

**K2** Knowledge required for writing in the workplace  
(varies depending on the job)

**S2** How to effectively and professionally communicate in speech  
**S3** Skills required for writing in the workplace  
(varies depending on the job)  
**S4** Reflecting on growth by looking at prior work  
**S5** Research their chosen profession/career interests in order to learn about it