

THE POWER OF A TECHNICAL VOCABULARY

Performance Standard 1A.I

Students select vocabulary words from their reading each week and complete a journal entry in the vocabulary area of the Industrial Technology classroom journal for each word that is new to each student's understanding and particular to the technology being studied. Include in the journal entry, the word, definition, source and sample sentence in which the word is correctly used accordingly:

- *Organizing and formatting:* complete assigned vocabulary entries; include required information in each entry; identify items (i.e., word, definition, original user, quotation, student sentence) in the entry.
- *Including accurate information:* reflect the denotation of the word's use in the identified context; use words correctly; include accurate technical information.

Procedures

1. ***In order to apply word analysis and vocabulary skills to comprehend selections (1A)***, students should experience sufficient learning opportunities to develop the following:
 - Expand knowledge of word origins and derivations.
 - Apply knowledge of roots and affixes to comprehend the meaning of unfamiliar or difficult words, terms or phrases.
 - Identify and analyze the structure and function of words in context.
 - Analyze the structure and function of words in context.
 - Analyze and interpret word usage in traditional and contemporary sources (e.g., books, technical information, speeches).

Technology students will enhance their employment opportunities by better understanding appropriate technical terminology. Students need to understand that some words can have multiple meanings depending on the context used. Knowing the correct meanings of terminology and use of technological terms is crucial to employment and success in the industry. This assessment aligns with the Illinois Workplace Skills D1 (Communicating on the Job/Communicating orally with others) and D4 (Communicating on the Job/Prepare written communication).

2. Industrial Technology students will review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Each student will select unfamiliar words from his/her readings each day. Words may come from personal reading, newspapers, magazines, websites, curriculum being studied, reference material used in course of study and equipment manuals.
4. In class, the Industrial Technology student will prepare his/her journal entries according to the example given on the instruction sheet.
5. Each student's performance will be evaluated using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- One class period

Resources

- Journal stored on network drive for each student
- References (e.g., dictionaries, thesauruses, glossary of terms in curriculum materials, etc.)
- Journal instructions page
- The Power of a Technical Vocabulary Rubric

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Journal Instructions

Each week you will be expected to complete five or more Industrial Technology vocabulary journal entries using the following set of directions. The idea is to find words, which are part of your week's reading and develop your understanding of the words and their use in real life situations. Sources such as magazines, books, newspapers, the Internet and textbooks may be used to identify the vocabulary words. You should familiarize yourself with the network folder on which you will place the information required. You should review the information to prepare a short explanation of the word, where you found it, its use in a sentence of your own design, etc., which you will share with the class. You will maintain this journal for the duration of the course. It is highly recommended that a similar journal be kept for every industrial technology class.

Each journal entry should contain the following information, properly identified:

1. The new word in its base, uninflected form.
2. A brief definition in everyday language (not a word-for-word copy from a dictionary).
3. The name of the source (newspaper, magazine, book, classroom lesson, Internet, etc.) where the word was used with an explanation if needed.
4. The context: one or more sentences from the source, quoted exactly, with the target word underlined for identification.
5. A sentence of your own using the word correctly.
6. Optional: phonetic spelling and/or derivation of the word.

SAMPLE JOURNAL ENTRY:

- | | |
|------|---|
| 1, 2 | SENSITIVE – Having a capacity of being easily affected or damaged. |
| 3 | http://www.hillas.com/Bags_Imported/Static_Shielding_bags/Default.asp |
| 4 | “Your static- <u>sensitive</u> electronics components will receive superior protection with our metallic static shielding bags. These bags offer ESD protection for CMOS, MOS and other highly ESD- <u>sensitive</u> components.” |
| 5 | The memory modules in the computer are sensitive to static voltages from our body and clothing. |
| 6 | sen'-si-tive |

You may find words in any of your textbooks, your personal reading, newspapers and magazines, etc. Look for sources that have a challenging vocabulary.

(Adapted from Marian W. Price, University of Central Florida, Orlando, Florida, as presented in *A Sampler from the NCTE Idea Exchange*. Urbana: NCTE, 1981: 28-29.)

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NAME _____ DATE _____

- Exceeds standard (must receive 7 - 8 total points)
- Meets standard (must receive 5 - 6 total points)
- Approaches standard (must receive 3 - 4 total points)
- Begins standard (must receive 2 total points)

	Number/Format	Accuracy of Information
4	<ul style="list-style-type: none"> • Six or more journal entries completed. • All required items included in the journal entry. • All items (i.e., word, definition, original user, quotation, student sentence) are properly identified in the journal entry. • Some journal entries include optional information. 	<ul style="list-style-type: none"> • Student definitions accurately reflect the denotation of the words' use in the identified context. • Student sentences use all words correctly. • When included, optional information is accurate.
3	<ul style="list-style-type: none"> • Five journal entries completed. • All required items included in the journal entry. • Most items are properly identified in the journal entry. 	<ul style="list-style-type: none"> • Student definitions accurately reflect the denotation of the words' use in the identified context. • Student sentences use most words correctly. • When included, most optional information is accurate.
2	<ul style="list-style-type: none"> • Three or four journal entries completed. • Most required items included in the journal entry. • Some items are properly identified in the journal entry. 	<ul style="list-style-type: none"> • Student definitions approximate the denotation of the words' used in the identified context. • Some definitions may not fit the context of the target word. • Student sentences occasionally use words incorrectly.
1	<ul style="list-style-type: none"> • No to two journal entries completed. • Few or no required items included in the journal entry. 	<ul style="list-style-type: none"> • Student definitions do not agree with the denotation of the words' use in context. • Student sentences consistently use the words incorrectly.
Score		